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UNITED STATES OF AMERICA

NUCLEAR REGULATORY COMMISSION

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ADVISORY COMMITTEE ON NUCLEAR WASTE (ACNW)

144TH MEETING

+ + + + +

TUESDAY,

JULY 29, 2003

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ROCKVILLE, MARYLAND

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The ACNW met at the Nuclear Regulatory Commission, Two White Flint North, NRC Auditorium, 11545 Rockville Pike, at 9:30 a.m., B. John Garrick, Chairman, presiding.

COMMITTEE MEMBERS:

B. JOHN GARRICK, Chairman

GEORGE M. HORNBERGER, Member

MILTON N. LEVENSON, Member

MICHAEL T. RYAN, Member

DR. RUTH F. WEINER, Invited Expert

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1 PANEL MEMBERS:

2 ROBERT BERNERO, NRC (Retired)

3 STEVE FRISHMAN, State of Nevada

4 JOHN KESSLER, EPRI

5 RICHARD PARIZEK, Pennsylvania State University, NWTRB

6 WENDELL WEART, DOE/Sandia National Laboratories

7 CHRIS WHIPPLE, ENVIRON

8

9 ACNW STAFF PRESENT:

10 JOHN T. LARKINS, Executive Director - ACRS/ACNW,

11 Designated Federal Official

12 SHER BAHADUR, Associate Director - ACRS/ACNW

13 HOWARD J. LARSON, Special Assistant ACRS/ACNW

14 NEIL M. COLEMAN, ACNW Staff/Designated

15 Government Official

16 RICHARD K. MAJOR, ACNW Staff

17 MICHAEL LEE, ACRS Staff

18 TINA GOSH, ACNW Staff Summer Intern/MIT

19

20 NRC STAFF PRESENT:

21 HANS ARLT, NMSS/DWM

22 JOHN BRADBURY, NMSS/DWM

23 RALPH CADY, DWM/NMSS

24 LARRY L. CAMPBELL, NMSS/HLWB

25 TED CARTER, NRC/DWM

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1 NRC STAFF PRESENT: (CONT.)
2 KUIN CHANG, NMSS/HLWB
3 JIM DANNA, NMSS/HLWB
4 DAVE DIODERO, USNVTRB
5 JAMES FIRTH, NMSS/DWM
6 JASON FLEMMING, NRC
7 CHRIS GROSSMAN, NMSS/DWM
8 GREG HATCHETT, NMSS/DWM
9 LATIF HOWARD, NRC/NMSS
10 BAKR IBRAHIM, NMSS/HLWB
11 BANARD JARANNATI, NMSS/DWM
12 PHILIP JUSTUS, NMSS/DWM/HLWB
13 TIM KOBETZ, DWM/NMSI
14 BRET LESLIE, NMSS/RT6
15 TIM McCARTIN, NMSS/DWM
16 TOM NICHOLSON, NRC/RES/DSARE
17 JACOB PHILIP, NRC/RES
18 JEFFREY POHLE, Division of Waste Management
19 PHIL REED, RES/DSARE
20 KING STABLEIN, NMSS/DWM
21 CHERYL TROTTER, NRC/RES
22
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24
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1 ALSO PRESENT:
2 DEBORAH BARR, DOE
3 LES BRADSHAW, Nye County, Nevada Department of
4 Natural Resources and Federal Facilities
5 DANIEL BULLEN, NWTRB
6 VERONICA CORNELL, Parallax
7 GUSTAVO A. CRAGNOLINO, CNWRA-SWRI
8 NICK DiNUNZIO, DOE
9 DOUG DUNCAN, USGS
10 ATEF ELZEFTAWY, Las Vegas Paiute Tribe
11 COLLEN GERWITZ, NYSERDA
12 CECIL HAULON
13 NORM HENDERSON, DOE/Bechtel-SAIC Company, LLC
14 KAREN JENNI, DOE (LLNL)/Bechtel-SAIC Company, LLC
15 ERNEST LINDNER, LAP/Bechtel-SAIC Company, LLC
16 ROD McCULLUN, NEI
17 AHMED M. MONIB, DOE (LLNL)/Bechtel-SAIC Company, LLC
18 ROBERTO NABALAN, Southwest Research Institute
19 TIM NIEMAN, DOE (LLNL)/Bechtel-SAIC Company, LLC
20 MICHAEL O'MEALIA, State of Nevada
21 ENGLISH PEARCY, CNWRA
22 JIM SHAFFIN, MTS-East
23 SURANNU STIVGLINSKI, Las Vegas Sun
24 E. J. TIESENMAUSEN, CCCP
25 JUDY TREICHEL, Nevada Nuclear Waste Task Force

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1 ALSO PRESENT: (CONT.)

2 JOHN WALTON, University of Texas at El Paso/Nye
3 County, Nevada Department of Natural Resources and
4 Federal Facilities

5 JIM YORK, Bechtel-SAIC Company, LLP

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I-N-D-E-X

<u>Agenda Item</u>	<u>Page</u>
Opening Statement	7
Working Group on Performance Confirmation Plans for the Proposed Yucca Mountain High-Level Waste Repository	8
Keynote Presentation	10
Discission	39
NRC Presentation: Introduction to Performance Confirmation	55
DOE Presentation: Introduction to Performance Confirmation	85
Decision Analysis Process Used to Develop a Performance Confirmation Program	104
Elements of a Performance Confirmation Program - DOE Presentation	181
Adjourn	261

P-R-O-C-E-E-D-I-N-G-S

(9:35 a.m.)

1) OPENING STATEMENT

CHAIRMAN GARRICK: Good morning. The meeting will come to order. This is the first day of the 144th meeting of the Advisory Committee on Nuclear Waste. My name is John Garrick, Chairman of the ACNW. The other members of the Committee present are: Mike Ryan, Vice-Chairman; George Hornberger; and Milton Levenson.

Dr. Ruth Weiner is with us today as an invited expert. And we also have the distinguished panel for the working group session with us that will be introduced. Let me just give their names and also the keynote speaker: Chris Whipple, Richard Parizek, John Kessler, Steve Frishman, Robert Bernero, and Wendell Weart, a very distinguished group that we are very happy to have and should get a lively session to be sure.

During today's meeting, the committee will conduct a working group on performance confirmation plans for the proposed Yucca Mountain high-level waste repository.

Neil Coleman is the designated federal official for today's initial session. This meeting is

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1 being conducted in accordance with the provisions of
2 the Federal Advisory Committee Act.

3 We have received no requests for time to
4 make oral statements from members of the public
5 regarding today's sessions. Should anyone wish to
6 address the Committee, please make your wishes known
7 to one of the Committee's staff.

8 If you do wish to make a comment, it is
9 requested that the speakers use one of the
10 microphones, identify themselves, and speak with
11 clarity and loud enough so that we can hear you.

12 Generally we have some announcements at
13 this point. I am going to postpone those until
14 Thursday morning and move directly into the activities
15 of the next two days, the performance confirmation
16 working group session. The Committee member that has
17 the lead on this activity is Dr. Ryan. And he will be
18 chairing the session from this point on.

19 Mike?

20 MEMBER RYAN: Thank you, Mr. Chairman.

21 WORKING GROUP ON PERFORMANCE CONFIRMATION PLANS

22 FOR THE PROPOSED YUCCA MOUNTAIN HIGH-LEVEL

23 WASTE REPOSITORY

24 MEMBER RYAN: Good morning, one and all.

25 I would like to in advance thank Neil Coleman for all

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1 of his hard work in getting this session put together
2 and the many hours of preparation it took to organize
3 all of the participants and make it all coherent with
4 what I think will be an interesting and productive
5 agenda. Thanks, Neil.

6 The purposes of the working group are:

7 (1) to increase ACNW's technical knowledge of plans to
8 develop and conduct performance confirmation work for
9 the proposed Yucca Mountain repository, (2) to
10 understand NRC staff expectations for performance
11 confirmation, (3) to describe examples of specific
12 performance confirmation work being planned, (4) to
13 identify aspects of performance confirmation that may
14 warrant further study, and (5) to complement the
15 previous working group session on performance
16 assessment.

17 Over the next two days, the working group
18 will include: (1) a keynote presentation to set the
19 tone of the working group session, Dr. Chris Whipple;
20 (2) a series of expert talks from senior participants,
21 from the NRC and DOE, they will discuss approaches to
22 performance confirmation; (3) talks by stakeholders
23 presenting their views regarding performance
24 confirmation; (4) a panel discussion -- our experts
25 for that panel discussion have been introduced -- of

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1 issues and results presented; (5) public comments; and
2 (6) a wrap-up session.

3 Without further ado, I would like to
4 introduce Dr. Chris Whipple from ENVIRON, who will
5 lead us off with his introductory presentation. Dr.
6 Whipple?

7 DR. WHIPPLE: Thank you, Mike.

8 2) KEYNOTE PRESENTATION: WHAT SHOULD BE MEASURED
9 DURING PERFORMANCE CONFIRMATION? HOW WILL THESE
10 MEASUREMENTS ENHANCE CONFIDENCE BY CONFIRMING
11 PREDICTED REPOSITORY BEHAVIOR?

12 2.1) VIEWS ON PERFORMANCE CONFIRMATION PRESENTED BY
13 A DISTINGUISHED EXPERT

14 DR. WHIPPLE: Good morning. A simple
15 mechanical question, I don't know how I can make
16 slides go forward and backward. Ah, I wave that way.
17 Okay. I will do that.

18 Well, with that, why don't we jump to the
19 first one? It has kind of an overview of what I hope
20 to cover this morning. You can tell we have someone
21 in our office who is really good with PowerPoint. And
22 I actually took some of the animation out of this
23 presentation after he gave it back to me. So nothing
24 dances, actually, but I do like the Yucca Mountain
25 background as a theme for the talk.

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1 I am going to try to cover performance
2 confirmation in what I would take to be almost a
3 philosophical sense. How should we think about it?
4 What should it be? How do we decide what is in and
5 out, what activities we do based on criteria that make
6 sense, and what we shouldn't try to do in performance
7 confirmation?

8 I must say an earlier agenda had some
9 presentations on WIPP and a later agenda didn't.
10 Until Wendell walked in this morning, I didn't know
11 that someone who knew a lot about WIPP was going to be
12 here. Nonetheless, I think there is a lot we can
13 learn about the process that has been followed at WIPP
14 that is a dead-on set of lessons applicable to
15 performance confirmation at Yucca Mountain.

16 Then I want to talk about some specific
17 technical arenas and just kind of discuss why they may
18 or may not make sense as candidates for performance
19 confirmation.

20 First comment. These are my own thoughts.
21 And DOE has not seen these slides. They haven't
22 commented on them, obviously, if they haven't seen
23 them. I have heard from talking to somebody in the
24 project that Karen Jenni and Jim Blink had worked up
25 a new performance confirmation plan for the project.

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1 Karen and I talked. And we agreed it would be better
2 if we didn't see each other's slides in advance. This
3 talk was not intended to be a review of a document
4 but, rather, thoughts on what performance confirmation
5 is. So I did want to get that disclaimer in.

6 The second qualifier is that a couple of
7 years ago a group of us, of which I was one, helped
8 John Kessler put on a workshop at EPRI on performance
9 confirmation. I think some of the people here took
10 part in that. And we produced the proceedings from
11 that, and I had various notes in a talk I gave there.

12 I stole liberally from everyone's
13 contributions to that workshop in thinking about this
14 presentation. I think some of the ideas that I stole
15 were mine originally and others weren't, but I thought
16 that was a good workshop. And I recommend that
17 proceedings to those of you who haven't seen it.

18 Next one. First is a starting point. The
19 word "confirmation" is just a lousy word. It suggests
20 we're certain of everything and we're going to nail it
21 down and confirm it. I understand a licensing process
22 is a legal process, but I am a technical person.
23 There are always going to be uncertainties in
24 performance and our understanding of performance. I
25 think it's sensible as a technical person that we

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1 continue to refine our understanding, even when we
2 believe we have crossed the threshold that says we
3 know enough to issue a license and begin operations.

4 But the tone of the word "confirmation"
5 suggests that we can't disqualify what we know. And
6 that's really the main point of performance
7 confirmation as I see it. You can wander off into the
8 philosophy of science literature, and you find out
9 that hypotheses are only falsifiable. You can't
10 confirm them. You can only prove them wrong.

11 So just to try to get your mindset here,
12 I think a major objective of performance confirmation
13 is to look for signals that we've got it wrong and
14 that the repository might not be appropriately safe.
15 I think that should be the driving objective.

16 How do we go about that? Next slide,
17 please. One of the things that came out of the EPRI
18 workshop was sort of a list of desired aspects for any
19 performance confirmation program. And a little later
20 in the talk when I mention WIPP, you'll find that a
21 number of these management principles have been
22 missing from the WIPP project at high cost to that
23 program and to the public that pays for it.

24 It's important to understand the need to
25 be flexible and iterative in anything we do. We need

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1 to preserve the ability to start something in
2 performance confirmation, get a year or two in and
3 say, you know, "This isn't telling us anything that's
4 useful. And we might as well pull the plug on it."

5 That's hard to do in a setting in which
6 activities are undertaken by enforceable agreements,
7 but it really is an appropriate aspect for a program
8 that is going to involve a fair amount of learning as
9 we go, which I think performance confirmation will.

10 The term "risk-informed," of course, was
11 invented here. I shouldn't have to preach to the
12 choir about that. But, as I'll mention in my next
13 slide, I think Part 63 has missed the boat on
14 performance confirmation in some aspects.

15 The issue for me for performance
16 confirmation is how it connects to the high-level
17 safety that we desire at a repository and not to
18 verification of DOE paperwork.

19 Something that I think is difficult to do
20 but essential is that part of performance confirmation
21 is to give public confidence that if the repository
22 starts to deviate from acceptable performance, we have
23 a chance of identifying it and fixing it, reversing
24 it, doing something about it. And I think the public
25 needs to be involved in identifying what those aspects

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1 of performance confirmation are that provide increased
2 confidence.

3 I mentioned iterative in my last slide.
4 I think it's possible over an indefinite but long
5 operating period, 30 to a couple of hundred years, to
6 think of it in stages and to not block something in at
7 the time a license is issued and let it run for 200
8 years.

9 The other aspect that is terribly
10 important and I will mention as I go is you have to
11 have priorities based on something. And that
12 something to me is sensitivity of overall performance.
13 That is, we have to keep our eye on the ball of "Does
14 it matter?"

15 And then, finally, one of the things I
16 think that the project deserves a lot of credit for is
17 the ability to overcome the temptation to lock
18 everything in ten years ago. I think there have been
19 a lot of improvements in the design, a lot of
20 improvements in the analysis. And I hope that
21 exploratory mindset can be maintained over the long
22 performance confirmation period.

23 In terms of our ability to analyze, model
24 the subsurface performance, particularly unsaturated
25 zone performance, the science there is really pretty

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1 early staged. I mean, 20 years ago what we could do
2 compared to today was practically nonexistent. And
3 one hopes 20 years from now will be a lot better and
4 that the performance confirmation process will evolve
5 accordingly.

6 Next slide, please. Okay. What Part
7 63-131 requires is a review to see if the conditions
8 in the subsurface are consistent with those assumed in
9 the license application and to see if the natural
10 engineered systems are performing as anticipated.

11 I note the word "safety" doesn't appear
12 here. To me, I read this to be a statement that the
13 performance confirmation is focused on going back and
14 retrospectively looking to see whether the license
15 application is still up to date now that we are 10 or
16 20 years down the road and have more data from
17 underground and not whether we have new insights as to
18 whether the appropriate limits for public protection
19 are met or not.

20 And I guess I would have preferred that
21 the safety emphasis have been stronger and that what
22 I see as perhaps a consistency of paperwork aspect was
23 secondary to the higher level goal of protecting the
24 public. I suspect we can talk about that over the
25 next few days.

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1 All right. So my second major bullet
2 there is that question I just asked, are we there to
3 confirm paperwork or to confirm safety? The final one
4 is, to what extent do we want to continue to reduce
5 uncertainties? And do we want to do that across the
6 board or do we want to do that only for those things
7 that are truly significant to safety?

8 It is not unknown in a big, complicated
9 project like this one to have large teams of people
10 whose careers are involved in polishing the third
11 decimal place. And I hope we cannot do too much of
12 that.

13 Next slide, please. This slide is
14 something that came out of the EPRI workshop. And I
15 thought it was on the money then, and I still think it
16 is on the money. There is a temptation to deal with
17 a lot of problems as you approach the hectic activity
18 of assembling a license application of looking at
19 performance confirmation as the bucket into which you
20 put the problems you can't solve this week. All
21 right?

22 And it can get you in trouble in a number
23 of ways. First is the obvious one. You shouldn't
24 agree to do anything that can't be done. It will come
25 back and bite you in a big way. And it only postpones

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1 the pain of dealing with things.

2 Another point is -- and I will hit this
3 one again later -- agreeing to measure things that
4 don't matter. I just think it's a generally poor
5 idea. It's expensive. It takes attention away from
6 things that do matter.

7 Third one, I hope this is not something
8 that someone does, but 15 minutes into monitoring, I
9 hope no one says, "See, the repository is safe. We
10 don't detect any radiation whatsoever in the
11 groundwater 20 kilometers down gradient."

12 Well, of course not. But it doesn't prove
13 anything about the safety of the repository. And,
14 then again, that's something I think that we have to
15 be very careful about, which is to monitor things that
16 are meaningful.

17 Now I'll mention one of the things I
18 mentioned earlier is if the public thinks it's
19 important to do it, you do it. And I suspect
20 monitoring groundwater where people are may well climb
21 onto that list. And that's fine if that is what
22 people think is important. But you shouldn't claim
23 that because radiation hasn't shown up in 100 years,
24 that that proves the safety of anything.

25 Another aspect -- and I'll get to this in

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1 talking about some of the WIPP stuff -- is don't agree
2 to measure things plus or minus five percent when what
3 you really needed is plus or minus two orders of
4 magnitude. It changes the expense. And, again, it
5 misstates the importance of what you are trying to do.

6 And the right starting point should not
7 be, "How well can I measure this if I use the best
8 available technical means?" It's "How much does this
9 matter? And how well will I need to know it?"

10 Then, finally, back to that word
11 "iterative," just because you agreed to do it at the
12 time of the license doesn't mean that it is going to
13 make sense 10, 20, or 30 years from now. And you need
14 going in to have a process for reevaluating,
15 reexamining, adding, and deleting performance
16 confirmation requirements as the state of
17 understanding changes.

18 Performance confirmation in my own view --
19 and this may be tailored by having spent a lot of time
20 looking at TSPA -- is going to be tightly linked to
21 TSPA. The TSPA, after all, is the core of the license
22 application's case that compliance has been achieved.
23 The question, then, is, what can you monitor in TSPA
24 that is predicted in TSPA, that has a bearing on
25 meeting the high-level safety objectives of the

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1 standard.

2 The other point is that to continue that
3 30, 40, 50 years into the future implies that you are
4 going to maintain TSPA as a living model. That
5 "living model" term comes out of the PRAs used in the
6 nuclear power plants. The plants tend to keep them up
7 to date. They tend to evolve with time. They tend to
8 incorporate any modification to the plant or to our
9 understanding of the plants.

10 I'm simply ignorant on the question of
11 whether that will be done for Yucca Mountain in the
12 TSPA. I know at WIPP, there is a requirement for
13 recertification every five years. That has kept a
14 certain amount of activity going on their performance
15 assessment, but I must say it really seemed to me to
16 be about a four-year dormancy period and then an "Oh,
17 my God. We've got to get the thing recertified in a
18 year. We had better kick this thing back to life."

19 I don't know what is going to happen with
20 the Yucca Mountain TSPA, but only that if you intend
21 to maintain a linkage between performance confirmation
22 and your understanding of the site, the TSPA has to be
23 kept alive.

24 Next slide, please. Okay. This is where
25 I play the role of Karen Jenni and try to determine

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1 what decision criteria should be for performance
2 confirmation. I came up with four general categories.
3 And then I've got a slide on each of these.

4 The first is a simple one. It matters to
5 safety. If we can monitor things that affect our
6 belief about whether or not the regulatory dose limits
7 are met, then that is an obvious one.

8 The second one is that some parts of TSPA
9 are -- next slide, please. I'm sorry. Yes. The
10 first one is it matters. The second one, there are
11 some parts of TSPA that are oversimplified. They're
12 bounding analyses. They're weak. We know they're
13 weak.

14 Anyone who has had to read the near-field
15 environment section of TSPA more than twice knows that
16 there are parts of that process that we don't
17 understand very well and we can't model very well. I
18 don't mean just to pick on that one, but there are
19 several of those.

20 If we can do some monitoring in areas
21 where we believe that TSPA is weak, that may be
22 useful. But to the extent that we think TSPA has at
23 least bounded the worst case, like everything leaks
24 immediately is I think a reasonable worst case bound,
25 then you may not need to do it based on that first

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1 point if it doesn't matter to safety.

2 A third point, TSPA is loaded with any
3 number of conceptual models. And the project team has
4 done a lot of work to try to evaluate those conceptual
5 models and test them against alternative conceptual
6 models. But, again, field evidence that can have some
7 bearing on "Do we have a basic correct understanding
8 of this or that process?" I think could be terribly
9 important.

10 And then the fourth one I mentioned before
11 is where the work would address an issue of public
12 concern, even if it didn't meet some threshold as
13 being important to safety.

14 Next slide, please. In terms of the
15 "important to safety," the question here is, are we on
16 an absolute or relative scale? By that, I mean an
17 absolute scale is, how does this affect compliance
18 with a 10-millirem-per-year dose limit within 10,000
19 years? That is an absolute scale.

20 A relative scale says, does this matter
21 more than ten percent to the calculated doses at
22 future times? All right. That would say by some
23 threshold measure, -- and I picked ten percent out of
24 the air -- this is a relatively important factor
25 compared to the other 189 factors in TSPA. And

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1 perhaps we should worry about it.

2 Either way, I think those two ways of
3 asking the question, "important to the absolute
4 achievement of dose limits" or "important to
5 understanding the relative contributors to
6 performance," are preferable to the question of
7 saying, is this consistent with what DOE told us in
8 their license application, whether or not it matters?
9 I am going to keep hammering away at that theme.

10 Next slide. This slide has way too many
11 words on it, but I will boil it down. There has been
12 a great deal of work done with limited success across
13 the whole risk analysis field in trying to deal with
14 the problem of alternative conceptual models.

15 Proposals have been made to use weighted
16 averages of different models. And that satisfies no
17 one. It sort of simply assures that you are going to
18 be only partially wrong, not completely wrong. And
19 some of the related work using sensitivity studies,
20 both of parameters and of alternative models that has
21 been done, has been helpful in giving you
22 understandings of the importance of relative
23 subsystems, but you always have a little bit of a bad
24 feeling about it because if the model is totally
25 wrong, then you can't rely on the sensitivities

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1 either.

2 And there are examples you can find. At
3 least in the TSPA/VA peer review, we found that things
4 were not sensitive because they had simply assumed
5 particularly strange parameter values and it took it
6 off the page.

7 So I think one of the things that I hope
8 that can be done in a thoughtful way is to worry about
9 where TSPA is weak and can perform its confirmation,
10 supplement our knowledge there with the condition that
11 things matter.

12 Now, that final bullet on that page,
13 again, is the qualifier it needs to matter.
14 Confirmation activities where TSPA is
15 non-conservative, where meaningful measurements can be
16 made, and where an issue is important to safety may be
17 a pretty small set when you get through running
18 through those three filters. But, again, I think that
19 is the kind of thing you should be worrying about and
20 looking for.

21 Next one. This one relates strongly to
22 the last one. Again, it goes after the question of,
23 can you take measurements that can provide information
24 about the relative credibility of competing conceptual
25 models?

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1 I mean, in the WIPP project over the
2 years, there was a running fight over matrix flow
3 versus fracture flow versus dual phase, dual media
4 flow. In the long run, they converged on a set of
5 models where it didn't matter a whole lot whether you
6 went with just fracture flow or with two media flow.
7 The water moved about as fast.

8 We are coming out of a history where the
9 first simpleminded models of an underground
10 repository, where the basis for the first EPA standard
11 back starting in the late '70s really tended to start
12 with a homogeneous rock assumption. And with time, we
13 have come to understand that not only is that not even
14 true in an salt site like WIPP, certainly not true in
15 a hard rock site like Yucca Mountain, but it matters
16 that there are fast flow pathways and we have to be
17 aware of them. And getting the conceptual model for
18 that is hard.

19 I am not sure that performance
20 confirmation is going to be better than what we can do
21 being underground already. I think that the thing
22 that a lot of people are looking at for performance
23 confirmation involves thermal effects. And those from
24 the grand scheme of performance assessment tend to be
25 relatively transient and not necessarily of high

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1 importance to safety, although that can be debated.

2 Next slide, please. I mentioned the
3 notion that there needs to be a category for
4 performance confirmation that is in there because the
5 public worries about it. If you spent any time at all
6 reading the risk communication literature, probably
7 the single most important recommendation that comes
8 out is talk to people about what it is they're worried
9 about.

10 A favorite example of mine is for years
11 polling done by the nuclear utilities showed that
12 people worried that nuclear power plants could blow up
13 like atomic bombs. The nuclear power industry people
14 knew this to be impossible and, therefore, not worthy
15 of discussion. And, therefore, neighbors of power
16 plants went on worrying that these things were going
17 to blow up like atomic bombs.

18 If people are worried about something that
19 you think is unimportant, that is a great topic for
20 conversation. And if they are worried about something
21 where you don't think you can do meaningful
22 measurements but they want them anyway, well, that is
23 probably a price you have to pay.

24 And I think that the subtext on this has
25 to be that you should not assume that DOE managers

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1 understand what the public worries about and what they
2 would like to see done. I think that would be a
3 serious mistake.

4 I am afraid a process is needed. I am not
5 sure Steve Frishman is the right guy to ask either
6 because he will gain it. But I think we need to find
7 some way to find -- I am saying there is a legitimate
8 basis for including activities in performance
9 confirmation because they are subjects of public
10 concern and that the action itself provide some
11 reassurance.

12 It shouldn't be an excuse for some idea
13 that couldn't meet any of the other criteria for being
14 carried out under performance confirmation. That is,
15 I have a pet hobbyhorse that, so far as anyone can
16 tell, is completely unimportant to safety. So I am
17 going to argue we should do it because the public
18 wants it. Well, there ought to be a threshold there.

19 Next slide. This issue is not the first
20 time or place for monitoring of the subsurface
21 following an activity involving hazardous materials
22 has happened. The U.S. has cleaned up hundreds of
23 Superfund sites. The question of how do we worry
24 about them in the future, knowing that these things,
25 unlike Yucca Mountain, are on the surface, often very

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1 close to where people are and often fixed with much
2 less expensive remedies than we have in play here.

3 There are processes for thinking through
4 the continuing monitoring requirements. Yet, in the
5 EPA world, they use an approach called the data
6 quality objective framework. Among decision analysts,
7 they use a term called "value of information." Both
8 have the same key idea, which is if you are measuring
9 something that does not affect any decision you make,
10 then you probably shouldn't be measuring it? That is,
11 information is used for decision.

12 Now, that's not to say that the question
13 of "Has it leaked yet?" isn't a fair question to be
14 asking. And as long as the answer is no, you might
15 argue that no decision is being made, but, in fact,
16 the decision is we don't have to go back in and patch.
17 That is a decision. I think this framework could be
18 constructively applied in the case of Yucca Mountain.

19 Again, the question is, where would
20 measurements make a difference possibly, either to
21 change in design, change in operation, to remediation
22 of something, patching and fixing, ultimately to a
23 decision that we've got it all wrong and we have to
24 retrieve waste?

25 There is a correlated issue here, which is

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1 that the NRC needs to worry today about what happens
2 when performance confirmation measurements fail to
3 track with TSPA predictions. Do you say, "That's too
4 bad"? Do you say, "Resubmit the license"? Do you
5 say, "Do an analysis that shows that you still comply
6 with a 10-millirem dose limit?" Those things need to
7 be thought through.

8 It's likely in something as complicated as
9 Yucca Mountain that there will be deviations. How do
10 you determine which are significant? Is ten percent
11 different from what I predicted in terms of the
12 temperature profile on the rock significant or is that
13 trivial?

14 All of those things need to be thought
15 through because when you have suddenly got the data,
16 then it is harder to develop criteria that you wish
17 you had done objectively beforehand.

18 Next slide, please. A few slides here
19 about the WIPP. When the WIPP project was at about
20 the same place in its evolution as the Yucca Mountain
21 project is today; that is, when the application, the
22 certification compliance application, was being
23 prepared for review by EPA, there were lots of cats
24 and dogs that hadn't been put to bed, lots of niggling
25 technical issues still out there.

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1 If you might remember, there was a painful
2 phase in the WIPP project where DOE proposed to run
3 experiments of putting about 10 or 15 percent of the
4 waste into WIPP ahead of its license just as an
5 experiment. I guess many people, myself included, saw
6 that as simply an excuse to get people in New Mexico
7 used to the idea that WIPP was going to open. And I
8 didn't think it had any technical merit.

9 The fact is that the WIPP project when it
10 was being considered had a lot of requirements that
11 had to be developed. One of the most important ones
12 was the waste characteristic analyses to be performed.

13 EPA, I must say, did try to do DOE a
14 favor. EPA in their draft regulation offered DOE
15 several choices. It basically said, "We invite DOE to
16 come to us with a sensible plan for waste
17 characterization. And we will review it. And that
18 plan might include statistical methods. It might
19 include working backwards from performance assessments
20 to determine what ranges of waste characteristics
21 could affect a determination of compliance or any
22 other method that DOE wants to propose, we will be
23 happy to review."

24 Absent that, here are 97 pages that we
25 xeroxed from the RCRA standard that say you have to

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1 measure absolutely everything about every piece of
2 waste that you propose to put into WIPP. DOE did not
3 submit a plan to EPA that time. This was in the late
4 '80s. I remember being horrified by this and talking
5 to the WIPP project manager. And I'm paraphrasing his
6 answer, but the answer is that last bullet. I know we
7 have to have that fight, but I want to have it on the
8 other side of the finish line.

9 The view was that trying to negotiate all
10 of those requirements while you're trying to get your
11 license will delay getting a license. And it wasn't
12 said at the time, but I think there was a sense that
13 it gives EPA a lot of leverage over requiring things
14 that are excessive compared to what we might do later
15 when they don't have that leverage of do you want your
16 license or not. What DOE misunderstood is how hard it
17 was going to be to try to fix these after the fact.

18 Next slide, please. Again, on the EPA
19 side, characterizing the radiological aspect of the
20 WIPP waste is pretty straightforward. Radiation is
21 easy to count. And they do.

22 Furthermore, the waste that goes into
23 WIPP, the hazard is predominantly radioactive,
24 predominantly being something along a long string of
25 nines if you were going to attribute it in a

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1 percentage.

2 The chemical hazard that is relative to
3 the radiological hazard is trivial. Nonetheless, the
4 bulk of the money in waste characterization at WIPP
5 goes into chemical waste characterization.

6 Part of the reason for that is that the
7 agreed-to waste characterization requirements, which
8 DOE proposed to New Mexico, included enormous detail.
9 We promised to measure everything. New Mexico said,
10 "It sounds fine to us. Let's agree on it. Here's
11 your RCRA permit."

12 As DOE has tried to reevaluate those, --
13 next slide, please -- it has proven difficult. New
14 Mexico sort of says, "Oh, wait a minute. We shook
15 hands on this. You came to us and said, "Here is what
16 we think is a reasonable set of requirements for our
17 RCRA permit. We promise to measure the following
18 things if you give us a permit. We shook on it."

19 DOE's view is "No, no, no, no. That was
20 just to get the game started. And now that we are
21 older and wiser and two managers down the road, we
22 want to go back and renegotiate all of these
23 requirements."

24 Right now the estimated price tag for
25 characterizing the WIPP waste is about three billion

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1 dollars. Nobody thinks it makes sense who understands
2 that waste.

3 To compound the lunacy, up at INEEL, where
4 they have a large amount of waste bound for WIPP, they
5 looked at the cost to characterize it. And they said,
6 you know, "This is two to three thousand dollars a
7 drum. For \$1,000 a drum, we can treat it. We can
8 open it up. We can compact it. We can make hockey
9 pucks out of it. We can reduce the volume. We can
10 give it better operating characteristics. And it will
11 be cheaper." And that's what they're doing.

12 Now, it's only cheaper compared to the
13 suboptimal over-characterization that was agreed to
14 initially. There are 40,000 drums of waste in WIPP.
15 And they have measured the head space gases in every
16 one. All right?

17 The average concentration of those head
18 spaces gases of 30 different chemicals do not for any
19 of the chemicals exceed the allowable 8-hour workplace
20 exposure limits under the OSHA standards, which is to
21 say there's not much there. But, nonetheless, they
22 continue to measure the head spaces gas in every
23 single drum. All right?

24 Now, part of the problem there, again, my
25 view is that DOE has not made a good case for this

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1 being unnecessary, hasn't put forth a statistical
2 approach or any sort of approach. But it's not hard
3 to imagine Yucca Mountain getting itself in the same
4 predicament. It agrees to do everything under the sun
5 in performance confirmation in order to speed the
6 license application's process for the NRC.

7 And then once that happens, new management
8 comes in at DOE and says, "We promised what? Do you
9 know how much that costs? This is nuts." And all the
10 other people at the table feel like they have been
11 lied to. The time to figure it out is on this side of
12 the finish line.

13 Next slide, please. Again, just to
14 elaborate on this, I can imagine that there will be
15 awkward KTIs and that one perhaps proposal for dealing
16 with those awkward KTIs is to say, you know, "We don't
17 really have to figure this out today." Well, let me
18 urge you to be very careful about doing that.

19 Final point on that slide, again, -- and
20 this is one that I see biting the WIPP folks -- is
21 that it was not built into their -- well, I'll take it
22 back. It is built into their process, but their
23 permits only last for five years. What was not built
24 into their process was any sort of expectation that
25 the requirements should fundamentally change. And

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1 change is reviewed by New Mexico as renegeing on a
2 promise.

3 Okay. Next slide, please. Now I am just
4 going to ramble on a little bit, as if I haven't been
5 already, about some specific technical areas where it
6 may or may not be useful to do performance
7 confirmation. The first one here to me is a so-called
8 no-brainer.

9 You obviously need to monitor for
10 radiation leaks in the ventilation gases coming
11 through the repository. However much you believe your
12 TSPA and its statements that the things won't leak,
13 the fact is if you're not looking for leaks there,
14 where you would have a chance of finding them, then
15 one might argue that the whole performance
16 confirmation program is essentially meaningless.

17 Another aspect -- and this gets into an
18 issue where there is slightly more technical
19 uncertainty -- is how likely are rock falls that could
20 impede ventilation of a drift, could potentially
21 damage the waste package. And not only do you need to
22 have an ability to detect where that happens, maybe by
23 measuring probably something simple, temperature of
24 flow rate of the air from that given drift, but do you
25 have a plan in place for dealing with such a

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1 situation? That's not part of performance
2 confirmation, but it's part of a reasonable set of
3 contingency plans that NRC and DOE need to have.

4 Next one, please. As I mentioned, one of
5 the things where a huge amount of modeling has been
6 done, where we really can't do the measurements in a
7 realistic way without loading the repository, is the
8 thermal hydraulic performance. How far does the
9 boiling front move out into the rock wall if you go
10 with a hot design? Does the rock midpoint between the
11 drifts stay acceptably below boiling, those sorts of
12 questions?

13 And those are probably useful things to
14 measure. But, again, the question I ask is some work
15 needs to be done to define what sort of acceptable
16 accuracy matters here. While I think that maintaining
17 a below boiling temperature in the columns between
18 drifts is terribly important to avoid pooling above
19 the drifts, whether it's 50 percent of the space or 30
20 percent or 70 percent may not be so important.

21 Next slide, please. Here's another
22 obvious one. The corrosion work that is going on
23 largely at Livermore is, what, maybe five years old
24 now for Alloy 22. They're testing a number of
25 different chemical environments. They're trying to do

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1 things under accelerated conditions by making more
2 chemically extreme conditions. But the predictions of
3 the performance of Alloy 22 are that it behaved so
4 well for so long a period of time that we still need
5 to carry forward and get more data and particularly
6 data that can address the corrosion models and to see
7 if those models match with lab experiments.

8 It would be very like OMB or the
9 congressional staff to believe that an hour after the
10 Yucca Mountain license is granted, all supporting
11 analytical and laboratory work is unnecessary since
12 the NRC said this place is safe enough to operate.
13 And, again, that gets into the difference between a
14 legalistic and a technical mindset. I certainly would
15 think my own view is that this is a set of experiments
16 that really need to continue to run.

17 Next slide and last slide, incidentally.
18 Another thing that is way too early to talk about, but
19 it's something to fold into performance confirmation
20 planning, is the question of can performance
21 confirmation measurements tell us something about when
22 it might be appropriate to close a repository.

23 Now, my take is that the decision to close
24 a repository is going to be largely driven by
25 political factors, not technical factors. Those

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1 political factors will have to do with whether or not
2 nuclear power comes back to life, with the future
3 course of the weapons program and what wastes it might
4 produce, with the disposition of plutonium from the
5 weapons program, and whether and how that makes its
6 way into Yucca Mountain.

7 And all of those things will affect the
8 desired timing of closure. If, in fact, Yucca
9 Mountain is turned into a significant repository for
10 weapons-grade plutonium, that might, in fact, argue
11 for earlier closure than a thermal hydraulicist might
12 say is ideal. They might say, "Gee, we would sure
13 like to ventilate this thing for another 50 years,"
14 but there may be overriding political reasons.

15 Nonetheless, I think that the questions of
16 when do we close should be viewed as both a political
17 and a technical decision and we should look to see if
18 the performance confirmation program and provide
19 supporting information to that.

20 Thank you.

21 MEMBER RYAN: Thank you. I think what I'd
22 like to for the presentations up through the panel
23 discussion tomorrow is first take questions from
24 committee members and then any questions that the
25 panel members might have.

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1 George?

2 2.2) DISCUSSION

3 MEMBER HORNBERGER: Chris, you outlined
4 the WIPP example for DOE basically signing on to do
5 too much and falling into one of your traps in your
6 earlier slides. I know you have had a lot of
7 experience with DOE. And, as you pointed out, there
8 is lots of other experience. So if you do some kind
9 of rough calculation in your head of things like the
10 agreements made at Hanford and other places for
11 cleanup, can you give us an idea of what fraction of
12 the time you think that DOE actually got it right so
13 that we have some sense of the probability of getting
14 it right at Yucca Mountain?

15 DR. WHIPPLE: Well, gee, "getting it
16 right" is not the right term of art, George. I'll say
17 why. DOE in the end usually gets it right, but it
18 took longer and more money than it might have taken if
19 somebody were doing it who wasn't doing it with public
20 funds.

21 I think the other point -- and I don't
22 know given the size and isolation of the DOE programs
23 whether they learn as much from experience as they
24 should. Certainly at the sites, there has been a lot
25 of progress.

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1 I mean, Hanford went from being a
2 plutonium production facility to an environmental
3 project in a relatively short period of time. And it
4 didn't change the people that it had doing the work.
5 It took a lot of time for that group of people to
6 learn the new rules.

7 DOE is still slowly learning how to be
8 externally regulated. And they're not particularly
9 good at it. They fight like hell over trivia. They
10 roll over and play dead on the expensive stuff.
11 That's not how a smart private firm is regulated.

12 Smart private firm says, "We'll give the
13 regulators all the cheap stuff they ask for, whether
14 it matters or not, and we'll fall on our sword over
15 the two things that cost all the money in the world
16 that we think aren't really required." And I don't
17 see DOE being good about that yet.

18 Now, I don't see as much of the site
19 cleanup work as I used to. And my impression is that
20 they are getting better at that. They do have some
21 early closure success stories now. Particularly Rocky
22 Flats is held up as an example of where I think the
23 contractor has done a good job of telling DOE, "You
24 have given us performance milestones, award fees based
25 on achievements of the milestones. You don't get to

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1 tell us how to do the details because if we do it your
2 way, we can't get it done."

3 I will repeat a funny old story. Back
4 when Leo Duffy was running EM and this was when the
5 budget for DOE's site cleanups went from half a
6 billion to five billion in a short period, Leo is in
7 his confirmation hearing for being appointed to that
8 job at DOE. And he was coming out of running waste
9 management services for Westinghouse.

10 Some member of Congress had been handed a
11 set of tough questions by a staff. They wrote the
12 line, "Mr. Duffy, isn't it true that when Westinghouse
13 Electric Corporation does cleanup work for private
14 clients, it doesn't require the full indemnification
15 that Westinghouse requires of DOE?"

16 And Duffy said, "Yes, Congressman. That's
17 exactly right."

18 The congressman kind of grinned. You
19 know, I think he's thinking, "I've got him." He says,
20 you know, "Do you think that's fair to the taxpayer?"

21 And Leo said, "Congressman, Westinghouse
22 -- I'll go on record here -- would be delighted to
23 work for DOE on the same terms we work for our private
24 clients."

25 And he knew he had been had, the

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1 congressman, at this point and had to say, "Oh?
2 What's that?"

3 Leo said, "Yes. First, we charge our
4 commercial fees. And second is we don't let the
5 client tell us how to do our jobs."

6 I think that is a problem with DOE. They
7 hire good people, but they override them at times.
8 And, as I say, I think they're still learning how to
9 be regulated externally.

10 MEMBER LEVENSON: Chris, you've been
11 involved in this a long time and attended a lot of
12 meetings. Anywhere along the line, has the issue of
13 maybe confirmation as an adder-on to decisions made by
14 other people the wrong way to do it?

15 For instance, just one example kind of off
16 the top of my head is, rather than trying to monitor
17 container failure by radioactive gas, which on very
18 old fuel, there isn't much of anyway, you might put an
19 inert tracer in waste containers and monitor
20 ventilation systems for that.

21 The basic concept of can you improve
22 confirmation by something you do in the active
23 program, has that concept been anywhere in your
24 background or experience?

25 DR. WHIPPLE: Not much, Milt. Back in the

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1 late '80s, we had this terrific old chemist on the
2 WIPP committee who wanted to put a durable blue dye in
3 the repository, that if you found it in the well, you
4 would wonder, "What on earth is this? And how did it
5 get there?" That no one took seriously. And I must
6 say I don't know of anywhere where that is being done.

7 I do think that these materials do serve
8 as their own tracers pretty well most of the time.
9 But what you're asking, though, does pose the question
10 of integrating across discrete boundaries in the
11 project.

12 I just finished service on an academy
13 panel that was terminated prematurely by DOE. It was
14 on long-term stewardship of DOE sites. The key
15 message from that committee -- we finished the report
16 anyway -- was that DOE needs to think about how it is
17 going to do stewardship of the sites long term as it
18 plans the site closure remedy. And DOE took great
19 offense and sort of said, "Yes, we do that, but we
20 can't show you where we have written it down ever"
21 over that one.

22 So I do think that the kind of long-term
23 integration, including into the design, is something
24 that has some possibilities.

25 MEMBER LEVENSON: For instance, a tracer

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1 gas might give you data on waste package failure, at
2 least a couple of decades earlier than looking for
3 radioactive tracer looking for the radioactive?

4 DR. WHIPPLE: Yes, it could, particularly
5 if you had waste package fails without fuel failure.
6 Yes, you would pick up the container gas.

7 MEMBER LEVENSON: I think it is always
8 that way because there is no mechanism for fuel
9 failure until after waste package failure.

10 DR. WHIPPLE: Unless it was already sort
11 of failed. No. You're right.

12 CHAIRMAN GARRICK: Yes. Chris, I think we
13 would certainly agree that the focus for performance
14 confirmation ought to be on those things that are
15 important to safety. You analyze and test and monitor
16 that.

17 I don't get the feeling that that is
18 necessarily what is behind the plan that is being
19 discussed by DOE at this time, even though in the
20 preamble to the planning, they do say that the
21 performance assessment will be the driving document.

22 My real question, though, is the dilemma
23 that we seem to have here in that the dilemma is that,
24 on the one hand, we keep talking about focus and using
25 the information and the tools we have that have been

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1 explicitly designed to provide focus, such as the PA.

2 On the other hand, when I read the list of
3 things that they're considering analyzing, testing,
4 and monitoring, it's an extremely long list. And I
5 don't get the sense that it has been mapped at the
6 level of detail of the list to the performance
7 assessment in any systematic and concrete way.

8 Then the other point that I am concerned
9 about is you mentioned public involvement. To be
10 sure, that has got to take place. But my question is,
11 it should take place early, sooner, rather than later.
12 It seems to me having it take place at the performance
13 confirmation level is much too late to ever have any
14 hope of achieving any kind of a program that has real
15 focus to it.

16 Why shouldn't the strategy be more one of
17 getting the public involvement in the tool or the
18 methods that are being employed to define the program
19 such that it is addressing issues important to safety?
20 In other words, why wouldn't we want the public
21 involvement up front, rather than later on, that could
22 just create an unmanageable situation here?

23 DR. WHIPPLE: Well, I can see some
24 practical difficulties. One is Nevada has by no means
25 convinced the Yucca Mountain it is going to be

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1 licensed, built, and operated. I can well imagine
2 they would not be eager to assist in that process. In
3 fact, they're suing to try to prevent it.

4 Second, if we do the processes right, I am
5 not sure everything has to be nailed down at the time
6 a license application is reviewed and acted on.

7 We have got a decade between then and
8 between arrival of waste. And even then, if certain
9 parts of the performance confirmation were five years
10 in coming, I'm not sure that that is a fatal
11 disqualifier. I think if you did it right with a
12 flexible and iterative process, it in some ways would
13 be more desirable.

14 Back to DOE's long list of things that are
15 in, I was sent their plan. I decided not to read it
16 because what I did not want to do this morning was
17 comment on it. But, again, I think part of the
18 solution there needs to be some process within the
19 project in which there needs to be a clear set of
20 criteria applied to this list and then a studious,
21 skeptical bunch of tightwads that says, "Tell me again
22 why you think this qualifies to proponents of
23 particular pieces of performance confirmation."

24 In the end, it's going to be a negotiation
25 between DOE and NRC, but my sense from looking at past

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1 DOE documents is I share your sense that DOE will sign
2 up for far more than is necessary on the grounds that
3 right now it's got a lot of issues with NRC and would
4 like to solve as many of them as it can. This is a
5 possible mechanism for doing that.

6 Maybe when we hear from Jim Blink and from
7 Karen we will get a different perspective. I
8 shouldn't speak for them.

9 MEMBER RYAN: Thanks.

10 Any other questions from committee
11 members?

12 (No response.)

13 MEMBER RYAN: If not, I would invite our
14 panelists to ask any questions and make any comments
15 they would like to make. Yes, John? If you could
16 help by just saying your name the first time for our
17 recorder, that would be helpful.

18 MR. KESSLER: John Kessler with EPRI.

19 Chris, I certainly agree with your traps.
20 You talked about don't agree to measure something that
21 is not important, measure things that are only
22 important. Yet, you also said, don't agree to measure
23 things you can't measure. What, if anything, should
24 DOE and NRC agree to do in the cases of things you
25 cannot measure; yet, they're important?

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1 DR. WHIPPLE: Well, I think it's unclear
2 now whether you can make measurements of the critical
3 metals that will confirm or refute the corrosion
4 models, but I think it is important to keep on trying.
5 So that may be something that you can't measure at
6 this time.

7 I will give you a related example of
8 something that might be useful to measure, though. As
9 Joe Payer, who knows all about the corrosion stuff
10 better than most of us, keeps saying is the
11 uncertainty in corrosion is the uncertainty in the
12 environment.

13 We know what the nettle is. Might it be
14 possible five years into operation to go in and send
15 the robot in to get dust swipes off the waste
16 canisters? Might that tell you something?

17 It doesn't tell you about the post-closure
18 conditions, but it tells you what the starting point
19 and the mixture of dust is and whether it's in any way
20 different than the normal desert dust but a little bit
21 of ground Yucca Mountain rock thrown in. That might
22 be something that would reduce uncertainties. That
23 would be kind of a creative performance confirmation
24 idea worth doing.

25 MEMBER RYAN: Yes?

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1 MR. BERNERO: One more word. Chris, I
2 agree with most of the comments that you brought up
3 about the WIPP project. One of the things I was
4 wondering what you might feel about is the subject of
5 contentious scientific issues.

6 They may or they may not be important to
7 performance assessment, as modeled in TSPA. The
8 public may not really be involved in some of them, but
9 they are legitimate scientific concerns that the
10 technical community has debated about.

11 Do you think that these are a valid ground
12 for doing performance confirmation measurements or
13 would you rule them out simply because they may not
14 affect long-term performance?

15 DR. WHIPPLE: Boy, I guess I would have to
16 have a more specific situation to know. In some cases
17 -- well, I'll back up and give a generalization.

18 I think management prematurely saying,
19 "Okay. Knock it off. We've decided that theory A is
20 correct and theory B is nonsense" is a pure recipe for
21 disaster in an agency. And in general, it's best to
22 let bad ideas die a deserved death at the hands of
23 good science.

24 That is something I think each
25 organization needs to have some freedom to deal with.

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1 However, I also think that there are issues that have
2 outlived their reasonable lifetimes, either on the
3 grounds that it doesn't matter anyway or we have done
4 this review 11 times.

5 In the case of Yucca Mountain, I think the
6 stuff Jerry Zymanski was arguing was one that got
7 reviewed to death. It's I think finally gone away, at
8 least as far as I know.

9 It was long and painful, but I also think
10 that in the end, the amount of work that was done I
11 think helps give people confidence that this just
12 wasn't buried by political muscle. I think that DOE's
13 willingness to fund the most recent work at UNLV, in
14 particular, was a very helpful step in establishing
15 whether he was right or wrong.

16 MEMBER RYAN: Questions? Steve?

17 MR. FRISHMAN: First of all, I'm surprised
18 at the bait that you threw out there.

19 DR. WHIPPLE: I gave you several pieces of
20 bait, Steve.

21 MR. FRISHMAN: Well, the most obvious one.
22 You talk in your discussion about traps, that you
23 don't see that performance confirmation should, as you
24 put it, be the bucket for problems that couldn't be
25 solved earlier, but at the same time, when you talk

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1 about management principles, you are looking for an
2 exploratory component.

3 It seems to me that there is a line that
4 is necessary between characterization work that should
5 have been done versus the exploratory component in the
6 example that you gave, for example, is that the
7 science of the UZ is still very early.

8 So how do we and especially the NRC's
9 review staff figure out what the difference is between
10 the exploratory element, as you call it, of
11 performance confirmation and work that actually should
12 have been done in order to gain enough confidence by
13 the decision-makers in a decision on reasonable
14 expectation?

15 DR. WHIPPLE: Good question and a fair one
16 that I think the NRC is going to have to deal with.

17 MR. FRISHMAN: I am asking you to deal
18 with it right now.

19 DR. WHIPPLE: Okay. And I will try. I
20 think there are a couple of standards you can apply.
21 One is how well the work that has been done to date
22 measures up against the prevailing standards of good
23 science in that arena.

24 I don't think it's reasonable in any arena
25 to say, "Let's wait until 2050 because, undoubtedly,

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1 the science will be better then," not a fair answer.

2 So has the work that has been done been of
3 credible technical content weighed against prevailing
4 good science standards? Second, has the uncertainty
5 analysis been done in a similar way? And what does it
6 show?

7 We may not need to understand the system
8 perfectly. In the case of UZ, I think that there are
9 parts of it that are more important than others.

10 But I guess the other question I have is
11 characterization absent an operating repository can
12 only go so far. I mean, for me, the key questions on
13 saturated zone performance, the interesting ones, are
14 where does the water go when there are hot waste cans
15 inside? And how long does it stay away? What does it
16 look like when it comes back? And what is the flow
17 field around the drifts and so forth?

18 I am not sure those are things that can be
19 done in characterization.

20 MEMBER RYAN: We have time for maybe one
21 last question. And we certainly I am sure in the next
22 couple of days dive into these questions in more
23 detail. Is there one last question? Yes, please,
24 Richard?

25 MR. PARIZEK: Parizek with the Board.

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1 Chris, you mentioned a lot of frustration
2 with trying to reduce the monitoring responsibilities
3 or how it works at WIPP. You kind of caught up with
4 some agreements you made early.

5 Are there any examples of things you would
6 add because you wanted the flexibility? And so would
7 you add some monitoring or some observations that were
8 not included in the responsibility based on
9 understanding the science and engineering performance
10 of that facility in a basic way? And that would also
11 obviously apply to Yucca Mountain by analog.

12 DR. WHIPPLE: Yes. WIPP I can't think of
13 any, actually. Waste is so thoroughly characterized
14 that I, frankly, can't think of a property left
15 unexamined.

16 MR. PARIZEK: Let me bring up an example
17 in terms of the early discussion about gas and
18 re-saturation. You could imagine waste, which could
19 over-pressurize the fluids and cause movement.

20 So is there monitoring being done of, say,
21 gas pressure buildup, say, in the back-filled salt or
22 water accumulation in the salt after you've
23 backfilled? Again, these are kind of testing ideas
24 that were troublesome at the time.

25 DR. WHIPPLE: Yes. I don't think WIPP is

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1 in a state yet where --

2 MEMBER LEVENSON: There is one, Chris.
3 The previous academy committee to the one you're
4 currently one made a recommendation. DOE had not
5 planned to monitor effluence from oil and gas drilling
6 in the area to get a background radiation picture
7 before waste was put into WIPP so that you would know
8 if you started seeing things whether or not it came
9 from WIPP and it was an academy committee
10 recommendation that they expand that program. So
11 there have been adders.

12 DR. WHIPPLE: I guess I can think of one,
13 Dick. And it's a replacement recommendation, which is
14 in lieu of measuring every drum, why don't you just
15 monitor the mine for volatile organics? It's a
16 substitute. It's cheaper.

17 MR. PARIZEK: And that sort of serves the
18 same purpose.

19 DR. WHIPPLE: That's right.

20 MR. PARIZEK: That's a little bit
21 different than some of these other monitoring issues.

22 DR. WHIPPLE: Right.

23 MR. PARIZEK: Thank you.

24 MEMBER RYAN: Chris, thanks for giving us
25 a great start. You have given us a lot of food for

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1 thought, both in terms of past forward traps to think
2 about, accuracy and precision, and lots of detail.
3 So, really, thank you for giving us a great start.
4 We'll look forward to your continued participation the
5 next couple of days.

6 DR. WHIPPLE: Thanks, Mike.

7 MEMBER RYAN: We're at a break in our
8 schedule. We'll take a 15-minute break and promptly
9 resume at 11:00 o'clock.

10 (Whereupon, the foregoing matter went off
11 the record at 10:45 a.m. and went back on
12 the record at 11:00 a.m.)

13 MEMBER RYAN: Thank you. We'll continue
14 on. Our next speaker is Jeff Pohle from the NRC, and
15 he's going to provide us with some introduction to
16 performance confirmation, the NRC's expectations
17 regarding content of PC plans in a license
18 application.

19 Jeff, good morning, and thanks for being
20 with us.

21 MR. POHLE: Thank you. First, let me test
22 the microphone. Can you hear okay? Okay.

23 Our review process begins by requiring all
24 our staff to take some training on Part 63. Everyone
25 is fortunate here today in that they get to see one

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1 element of that training class, and this will be
2 basically the third time I've gone through this set of
3 slides. And usually the most interesting part are the
4 questions that arise, so I rarely get to make all of
5 the points that I've written down that I want to make,
6 because questions usually supersede those and I end up
7 going off in another direction.

8 CHAIRMAN GARRICK: Maybe you should start
9 with the last one.

10 MR. POHLE: Perhaps. Basically, we'll go
11 over the four general sections of Subpart F, and I'll
12 end with a slide on some other requirements that are
13 relevant to a performance confirmation program.

14 Next slide.

15 The first four slides, this slide and the
16 following three, will deal with the general
17 requirements of 63.131. And on the slide there are
18 two parts to 131(a), and so there are two things that
19 basically this ties the objectives of the program in
20 that I want people to keep in mind.

21 Clearly, the second sentence shows that
22 the overall objective of the program is linked to the
23 post -- the barriers important to waste isolation, and
24 this sets up the context of how the performance
25 confirmation program should really be viewed in the

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1 context of the post-closure safety standards.

2 Now, it's not the objective of the
3 performance confirmation program to set those
4 standards. We all know those are set by EPA and
5 required by law to adopt them in our regulations.

6 And also, another item to keep in mind, we
7 have a requirement for retrievability. And that
8 requirement exists in a rule, so as not to moot the
9 Commission's prerogative to make a decision on whether
10 to issue a license amendment for permanent closure.

11 So, clearly, during construction we're
12 interested in any observations and what is actually
13 found in the ground that could change the option to
14 retrieve. So there are two things we keep in mind --
15 option, to maintain the retrievability options by
16 being cognizant of what's going on, and relating the
17 objectives of the performance confirmation to the
18 post-closure performance standard.

19 One other thing I'd like to point out that
20 there will not -- it is not an objective of the
21 performance confirmation program, nor will it be an
22 objective of the staff during their review of DOE's
23 performance confirmation program, to make findings on
24 whether the information is sufficient to make a
25 licensing decision. That is addressed elsewhere in

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1 our Yucca Mountain Review Plan. That is not something
2 we will get wound up with in reviewing this program.
3 That is not the context of our review.

4 Basically, the activities are not intended
5 to provide the data or information needed to make the
6 evaluation findings for the post-closure performance
7 objectives.

8 Next slide.

9 The program must have been started during
10 site characterization and will continue until
11 permanent closure. One aspect of the performance
12 confirmation program will be to provide a baseline
13 information on parameters, processes, whatever, that
14 may be changed by site characterization instruction
15 and operations.

16 In effect, performance confirmation began
17 during site characterization and will continue until
18 permanent closure. In fact, it's presumed the site
19 characterization program was the program which
20 obtained the information that establishes the baseline
21 which will be incorporated into the performance
22 confirmation program.

23 Also, in general, these requirements
24 really do not specify or limit the type of tests that
25 must continue until permanent closure. The staff

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1 realizes that area of knowledge creates an evolving
2 understanding of the site. Performance assessments
3 have changed over time, and we expect that to continue
4 in the future.

5 So we have no expectation that any
6 particular activity would continue until permanent
7 closure. There are going to be a lot of activities.
8 Some will cease, new ones will come up during a period
9 of time, and we have the complete freedom to deal with
10 that in a regulatory sense.

11 Next slide.

12 63.131, another general requirement -- the
13 program must include monitoring, testing, experiments,
14 as may be appropriate to provide the data requirement.
15 The point I want to make here is the regulation is
16 permissive. We tried, and it was our intent, not to
17 either specify or limit any particular testing method
18 that DOE may choose to apply.

19 In another slide, I'll reference this
20 again, that we had no intent of specifying any
21 particular process, parameter, or model. It's DOE's
22 responsibility to come forward and identify those
23 items.

24 Now, it's clear that the context set
25 previously in the general objectives is that

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1 everything should relate to the barriers that are
2 important to waste isolation. Immediately, that
3 throws out a lot of things you don't have to be
4 involved with, if it's not related to that.

5 And then, as Tim will get in tomorrow, we
6 go into more and more detail and down to the risk
7 importance, how you decide and prioritize, of those
8 things related to the barriers, that you really feel
9 should be part of the performance confirmation
10 program. In fact, in the Federal Register we made
11 that quite clear.

12 Next slide.

13 131 -- now, these are the last part of the
14 general requirements. Certainly, any activities that
15 are done on a performance confirmation should not have
16 an adverse impact on the ability of the repository to
17 isolate waste, similar to a requirement we had on site
18 characterization. Site characterization activities
19 should not adversely affect the ability of the
20 barriers to meet the performance objectives.

21 And as I noted previously, incorporated
22 into the plan would be some background information
23 that constitutes the baseline understanding of the
24 site. While -- well, I'll get into that tomorrow.
25 We'll carry that forward more in terms of review of

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1 that.

2 And general -- the last general
3 requirement is monitor changes from baseline
4 parameters that could affect repository performance.
5 Again, the burden in this case is on DOE to define
6 what those parameters/processes would be. What's
7 significant? What's important?

8 And, again, it must relate back to
9 performance of the repository. And certainly our
10 expectation is that the baseline presented here would
11 be consistent with performance assessment input and
12 assumptions.

13 Next slide.

14 This next section deals with geotechnical
15 and design parameters, and there are three paragraphs.
16 And a point I want to highlight here is that we really
17 haven't prescribed any specific measurements or
18 observations to be made. We're not really specifying
19 the parameters and the interactions that need to be
20 evaluated. Again, that's -- the responsibility is on
21 DOE to present that to the NRC for our evaluation.

22 And certainly in the last bullet, this is
23 where we would expect the risk insights to be factored
24 into the program, when you start getting down to a
25 more detailed level, whether it's from DOE's

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1 development of their plan or for our evaluation of
2 that plan.

3 Next slide.

4 Part of DOE's program that they're going
5 to have to deal with -- there's going to have to be
6 some type of -- I call it an administrative structure
7 developed around it. It's not just technical people
8 reviewing the types of testing methodologies and
9 instrumentation and the parameters and the models.

10 There will have to be some provisions,
11 whether it's work instructions or procedures, that
12 guide the program where results are evaluated and
13 decisions made.

14 Do things need to change? Whether it's --
15 do we need to modify the performance assessment? Do
16 we need to change construction methods? Do we need to
17 change design? This may or may not happen, but our
18 expectations were that the process must be set up that
19 will allow for us and allow the Commission to be
20 notified when something significant occurs.

21 So we have a lot of freedom in terms of
22 what the details of that are going to be in the
23 future. We haven't crossed that bridge yet, but we
24 need to be aware that that will be an aspect of our
25 review of their program.

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1 And we are certainly not in the best
2 position to define what a trigger level would be on
3 any given item. Again, there's a lot of freedom on
4 how that will be implemented in a licensing decision.
5 I know DOE has expressed some concern if we say
6 "establish a range on a parameter that we feel that,
7 you know, our licensing case assumes this range.

8 And if we have some observation where that
9 parameter is out of that range, what happens? What if
10 we needed to modify that? How -- do we have to amend
11 the license?

12 I don't know what it's going to be. We
13 have -- there's precedent in a number of directions,
14 and I think Neil Coleman of your staff certainly has
15 experience in the mill tailing side on performance-
16 based licenses where we try to give as much freedom
17 and flexibility to the licensee as we can, to allow
18 them to make those decisions, certainly have that
19 record available for inspection, but not necessarily
20 have to notify the NRC on every given item to actually
21 take a licensing action.

22 But that's down the road, and I can't
23 predict what will happen on that.

24 MEMBER HORNBERGER: Jeff, but --

25 MR. POHLE: Sure.

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1 MEMBER HORNBERGER: -- do I understand
2 from what you've said, then, that you are looking to
3 DOE to propose the structure and to propose something
4 about how one would decide whether something was
5 significant or not?

6 MR. POHLE: Yes. And, again, that is part
7 of our review. That's the type of thing that could
8 well be negotiable. As to where it ends up with, you
9 know, I can't predict. But it's nothing new and
10 unusual that we haven't had to deal with before in
11 other licensing situations.

12 Next section on design testing, this is
13 basically dealing with tests of engineered systems and
14 components. Again, the context assumes that these are
15 of importance as barriers for waste isolation. On
16 thermal interaction, testing initiated as early as
17 practicable, and there are some ifs basically on the
18 placement methods for seals and backfill.

19 We've made -- this was changed a fair
20 amount from the proposed rule. It generally referred
21 to systems and components, again putting the burden on
22 DOE to identify those things that are important to
23 deal with rather than trying to specify things in the
24 regulations. Design has changed so much over time
25 that that's really the only way we could deal with it.

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1 And then, it's also another area where we
2 would fully expect the risk insights to be employed.

3 MEMBER LEVENSON: Jeff, on that last
4 bullet, I understand a seal in connection with
5 something like whip. But Yucca Mountain is such a
6 porous structure that -- what's the function of the
7 seal here?

8 MR. POHLE: I'm not predicting any
9 function in this case. If it -- if there's a
10 rationale why, one, you don't need seals, we'll make
11 that decision. I think we have the freedom to do
12 that.

13 That reminds me of a former branch chief
14 of mine, John Austin. It was years ago in a meeting
15 -- want to remember this -- on groundwater travel
16 time. And he just flat said out, "Look, we're not
17 going to do or require anything that's silly. It's
18 just not going to happen." So we will, with that,
19 modify, make changes as needed to deal with the facts
20 of the situation, and common sense rules will apply.

21 Last slide -- next-to-the-last slide, I
22 think monitoring and testing waste package. This is
23 a bit different in the fact that we will require
24 monitoring waste packages. And there are some items
25 applied in terms of representativeness in the actual

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1 requirement for laboratory experiments on dealing with
2 the internals, and the monitoring must continue as
3 long as practical up until the time of permanent
4 closure.

5 There's really nothing to highlight here
6 except a reminder, again, that the performance
7 confirmation program is not intended to provide the
8 data that we made -- where we make a licensing
9 decision on.

10 And the last slide -- there are other
11 requirements that will relate to the performance
12 confirmation program, certainly records and report
13 requirements, deficiencies reports, requirements for
14 tests. Actually, the requirements for tests would
15 allow the NRC to go in and do their own testing
16 program onsite. We certainly haven't thought about
17 that.

18 Certainly, the programs will be subject to
19 inspection, and certainly subject to the quality
20 assurance requirements. All these things should be a
21 factor when we look at the plan.

22 Questions?

23 MEMBER RYAN: Thanks very much, Jeff. Any
24 questions from committee members? George?

25 MEMBER HORNBERGER: Jeff, how do you see

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1 this negotiation that you describe with DOE going
2 forward? It strikes me that, I mean, the performance
3 confirmation plan has to be part of the license
4 application. Is that not correct?

5 MR. POHLE: Correct.

6 MEMBER HORNBERGER: And is it my
7 understanding that the negotiations have to be done
8 prior to submittal of the LA?

9 MR. POHLE: No. I can only relate to my
10 past experience, and it's been mostly in the licensing
11 actions and mill tailings and solution lines. It was
12 -- a license application would come in. There was an
13 everyday communication with the applicant. On a page,
14 I don't understand this. You know, clarify this for
15 me. Or the applicant may change their mind after the
16 submittal and want to submit change pages up until the
17 time, you know, we do that.

18 And it's not even clear that the entire
19 license application will be incorporated into the
20 license by reference. How much of it? Portions of it
21 may.

22 Now, my experience -- we always took the
23 entire application and incorporated it into the
24 license. So from thereafter, each change page would
25 -- or pages would come in with a letter requesting an

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1 amendment to make these changes, to be reviewed,
2 evaluated, make a decision, write a letter saying,
3 "Yes, the license is amended to incorporate these
4 pages."

5 I do not know what our management will
6 want to do with something this expensive. I don't
7 know what's done for nuclear powerplants. I know
8 certainly some things get incorporated into the
9 licenses -- tech specs and all that kind of stuff --
10 but that's not my area of experience. So we have a
11 lot of freedom at that point to decide how we want to
12 handle it.

13 The other question I had is you mentioned
14 the possibility of saying, all right, we have some
15 parameter or other, and we consider a certain range
16 that was part of our review of the license, and we're
17 going to make some decision on whether or not
18 something that falls outside -- a measurement that
19 falls outside of that range would trigger an action.

20 Is there any experience with similar kinds
21 of agreements -- say, in mill tailings or --

22 MR. POHLE: Yes. The closest thing I
23 would think of would be like a solution mine. And for
24 those that aren't familiar with it, you're trying to
25 dissolve uranium out of the geologic formation below

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1 ground in an aquifer.

2 So you generally do that by injecting a
3 chemically-enhanced solution that would dissolve the
4 uranium, inject it in a well, and have a ring of wells
5 surrounding that that's pumping water out, where you
6 get uranium and solution running through a chemical
7 plant, some resins, to remove the uranium.

8 Now, usually in an operating facility
9 there would be monitor wells outside that area. And
10 during the license application review process, we
11 would agree on what chemical constituents of the water
12 -- it could be TDS, it could be uranium -- and an
13 action level, that if -- and it happens it's a very
14 active facility, and you can start injecting more
15 water than you're withdrawing and start to getting the
16 stuff move out of the mine zone.

17 So if it -- as I recall, if observations
18 -- and I think it ultimately was changed due to
19 experience. Maybe there had to be two or three
20 observations sequentially before they would have to
21 notify the NRC, at which time they would take action,
22 which was generally to increase withdrawals or
23 decrease the amount of injections to get the pressure
24 back toward the well field and bring this excursion
25 back into the mine zone.

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1 Now, whether that was changed, we went
2 through a process called performance-based licensing.
3 Now, whether that approach was modified, Neil on your
4 staff could probably fill you in later on that,
5 whether -- to some degree, it was our policy objective
6 to let the licensee deal with that without triggering
7 all of these action items, but yet have sufficient
8 documentation that during an inspection we could go
9 out there and see what actions were taken.

10 And given that we were putting the
11 responsibility on the licensee's side of it, then we
12 would have problems, if they were not dealing with the
13 situation based on some method they said they were
14 going to. But that's where my experience ends, in the
15 mid '80s, so -- but to the extent we could, there's no
16 reason why we couldn't draw on historical approaches
17 to dealing with these types of things.

18 MEMBER LEVENSON: Jeff, your slide 4
19 contains some sort of strong language. It says,
20 "Program must have been started during site
21 characterization." Does that mean that all of the
22 confirmation things you expect to be in place, even
23 before you get an LA?

24 MR. POHLE: No. My interpretation of that
25 is merely in the broadest sense we consider site

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1 characterization part of performance confirmation. It
2 provides the baseline information, which is referenced
3 in the subsequent sections.

4 We do not assume you started with a zero
5 slate in order to develop a performance confirmation
6 plan. I do not see this as a significant --

7 MEMBER LEVENSON: You're --

8 MR. POHLE: -- sense.

9 MEMBER LEVENSON: -- extending site
10 characterization forward into the future, then, beyond
11 LA.

12 MR. POHLE: That's just semantics.

13 MEMBER LEVENSON: And some of these
14 confirmation things you can't start to do until after
15 you have wasted --

16 MR. POHLE: Of course.

17 MEMBER LEVENSON: You can't put them in
18 what has been traditionally called --

19 MR. POHLE: Of course.

20 MEMBER LEVENSON: -- site
21 characterization.

22 MR. POHLE: We have a very long-term view
23 on that. In a sense, I'm saying the opposite, that
24 performance confirmation encompasses everything,
25 cradle to grave.

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1 CHAIRMAN GARRICK: I'm thinking back of
2 Chris' comments about the performance confirmation
3 should be safety-based. And I'm looking at this
4 language of the Part 63, and it seems to me that it's
5 much more construction- and design-based than
6 explicitly safety-based.

7 MR. POHLE: Well, I can only link back to
8 the general requirements and the objectives as stated
9 in the rule, where it ties it into the barriers. That
10 was the idea of the language used at that time. And
11 keeping in mind we didn't set the safety standard. So
12 whatever the safety standard is that applies to post-
13 closure performance, the barriers are intended to meet
14 the standard, and that is the contextual link to the
15 standard for safety.

16 CHAIRMAN GARRICK: Okay.

17 MEMBER RYAN: Thank you. Any questions
18 from panel members? We'll start with Ruth.

19 DR. WEINER: Dr. Ruth Weiner. On your
20 page 5, on 131(c), you say, "The program must include
21 all of these things, as may be appropriate." And I
22 take it from what you said that DOE decides, or you
23 decide in negotiation with DOE, what is appropriate?
24 And how do you keep this from becoming a get-me-
25 another-rock situation?

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1 MR. POHLE: Well, difficult decisions are
2 not new to the NRC. But never forget that we put a
3 burden on the staff -- if we feel there is some
4 confirmatory work let's call it that we feel needs to
5 be done, and that DOE has not captured in their
6 proposal, we will have a lengthy technical and
7 regulatory basis justifying that request. It will
8 never make it through the system otherwise, and that
9 will be available to one and all.

10 MR. BERNERO: Jeff, the words in 63.133(a)
11 about tests of engineered systems and components are
12 very general and not too specific on what that would
13 include. I know that elsewhere the regulations
14 include a requirement for retrievability to be
15 maintained, that capability to be maintained for
16 years.

17 And the Yucca Mountain Review Plan calls
18 for an analytic demonstration of retrievability, even
19 an analytic demonstration that there is surface space
20 to store the waste, but not a demonstration, not a
21 test of it.

22 Is 63.133(a) directed at tests of the very
23 operational aspects and function of the repository and
24 the ability to recover from mishap?

25 MR. POHLE: I would say no, and that's, I

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1 mean, a strong feeling of mine that I want to keep all
2 operational things out of the performance confirmation
3 program. There's a whole group of people that deal
4 with the safety assessment for operations.

5 An item that was discussed this morning on
6 waste characterization -- well, you know, is the waste
7 that is received, you know, within whatever criteria
8 are laid out in the license, again, to me that's an
9 operational matter. It's not a performance
10 confirmation matter.

11 MR. BERNERO: But I find it odd that
12 backfill, which is an operational matter, is included
13 as a test, to evaluate effectiveness of placement and
14 compaction procedures.

15 MR. POHLE: Right.

16 MR. BERNERO: And I assume that is with
17 drifts full of waste.

18 MR. POHLE: But in this case -- yes and
19 no. And in this case, these are backfill, to my
20 knowledge, and certainly seals would not have an
21 operational function. I think their function would be
22 primarily post-closure. It would be the justification
23 for having either in there.

24 And if there is no experience base in
25 backfilling or putting in seals that presumably would

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1 have some very long-term meaning, if it's relevant to
2 post-closure. Then, can you meet the specifications
3 that you are stating are required for backfills or
4 seals, should they be used, would be the question.

5 So this is an unusual case where it shows
6 up in performance confirmation space.

7 MEMBER RYAN: Steve?

8 MR. FRISHMAN: Back to 131(b), you sounded
9 a little blase in your answer to Milt's question about
10 performance confirmation must have started during site
11 characterization.

12 I see -- in the rule, I see a real
13 difference between performance confirmation and site
14 characterization, and you seem to have been -- in your
15 answer seem to have blurred that somewhat.

16 Let me just ask point blank, what if you
17 discover, during your review of the license
18 application, that there has not been a performance
19 confirmation program up to that point? What do you do
20 about it?

21 MR. POHLE: Can you repeat that one more
22 time?

23 MR. FRISHMAN: What if you discover in a
24 license application that there has not been a
25 performance confirmation program that you can identify

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1 that took place prior to the end of site
2 characterization? What do you do about it?

3 MR. POHLE: One, I can't think of anything
4 that's more farther from being a safety-related
5 question than that. The fact is, there is a
6 substantive database obtained during site
7 characterization that will form the basis of the
8 baseline information which is used to develop the
9 performance confirmation plan at this particular stage
10 or phase of the process. That's where we're at, so I
11 don't see having a negative answer in any of these --

12 MR. FRISHMAN: Well, what you're telling
13 me, then, is that the language framed as a requirement
14 doesn't matter.

15 MR. POHLE: What I'm saying is that the --
16 a baseline set of information exists, and that is the
17 baseline information that is required under Subpart F,
18 and it's also the baseline information you need to
19 further develop the details of the performance
20 confirmation for --

21 MR. FRISHMAN: Okay. Well --

22 MR. POHLE: -- define activities to be
23 done in the future.

24 MR. FRISHMAN: Well, we had -- last
25 December we had a technical exchange between the NRC

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1 staff and Department of Energy on performance
2 confirmation. And it was recognized in that meeting
3 that was some number of months after site
4 characterization legally ended under the Act -- it was
5 recognized that at least at that point there was no
6 particular program of work or even individual items of
7 work that the Department could identify as
8 specifically being performance confirmation. That was
9 one of the results of that technical exchange.

10 MR. POHLE: I recall your statement and
11 your closing remarks. There were no comments on that
12 statement, and I recall DOE said they would get back
13 to you. I have no further information on where that
14 went, but there was no comment from anyone at the
15 meeting.

16 MEMBER RYAN: Perhaps we could take
17 another question. John?

18 MR. KESSLER: I'm not sure it's a question
19 as much as an observation. You repeatedly said that
20 NRC has a lot of freedom on this, and I think that's
21 a good thing. It certainly gets to one of the things
22 Chris talked about about the need to be flexible.

23 What concerns me is the lack -- that some
24 of the options haven't been explored, it seems. My
25 impression is the options have not been explored

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1 internally to NRC, let alone whatever it is DOE may
2 send NRC's way.

3 For example, in this EPRI performance
4 confirmation panel that was done a couple of years
5 ago, there were a couple of people with licensing
6 experience on there and they suggested that the tech
7 spec approach would be a good one. And I'm just
8 suggesting that NRC staff should become maybe more
9 familiar with that tech spec approach, understanding
10 how it could be applied.

11 I guess what my bottom line concern is is
12 that running to a license amendment every time there's
13 a little change is the best way to kill flexibility
14 that it seems both NRC and others are after here. And
15 a good understanding of what all of the licensing
16 options are and how to make them work seems pretty
17 important here.

18 MR. POHLE: I agree.

19 MEMBER RYAN: Yes, Chris.

20 MR. WHIPPLE: Jeff, you mentioned that NRC
21 intends to get a detailed performance confirmation
22 plan from DOE and review it. Is it conceivable that
23 in your review you might identify elements of that
24 plan which you believe to be unnecessary and largely
25 uninformative, and that you would tell DOE that? Or

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1 would you decide that's DOE's business, to identify
2 and filter out such things?

3 MR. POHLE: Yes, that's a difficult
4 question. Generally, our focus would be, is there
5 something that needs to be done that isn't being done?
6 And not to make those decisions for DOE otherwise. I
7 will do as I am directed.

8 MEMBER RYAN: Other questions? Richard,
9 yes, please.

10 MR. PARIZEK: Parizek, the Board. It
11 seems like you give a lot of flexibility to DOE, and
12 you say a need for administrative structure or
13 procedures to evaluate and allow modifications in
14 construction, and so on.

15 So that really allows the program to kind
16 of address surprises as they occur from time to time.
17 It's not clear what NRC's role would be. I mean,
18 would you go and inspect underground conditions to
19 say, "Well, I don't think this is normal, or this is
20 average"?

21 Because, you know, you get working on the
22 five-thousandth package, and it's sort of routine.
23 And, you know, another two miles of tunnel, and what's
24 new, and you get used to it, or you take a lot of this
25 for granted. What sort of outside inspections are

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1 required that draw attention to the fact that maybe
2 there are some deviations? Is that a review function
3 of outside independent people? Or is it DOE should
4 discover this for themselves?

5 I think of people, you know, working
6 around a pig farm, and all of the farmers say, "I
7 don't smell pigs," when anybody who comes from the
8 outside smells pigs, you know, or paper factories, and
9 so on. So how do you discover differences and
10 anomalies?

11 MR. POHLE: Well, they both have
12 responsibilities. DOE, as the licensee, has a
13 responsibility to be aware, and all NRC regulations
14 have a requirement when you learn something of
15 significance, important in terms of some standard you
16 have to meet, you have, what, two days to notify the
17 NRC.

18 And it's certainly the responsibility of
19 NRC. We will be doing inspections, I'm sure -- we do
20 that at all license facilities -- where some staff are
21 just starting -- they put a group together to flush
22 out the inspection part of the program, given where
23 we're at today.

24 I can envision decisions being made on
25 what to inspect, given limited resources, be based on

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1 risk. Some risk guidance from the staff would be in
2 the process on when and what to inspect in part of
3 that. And I also can envision continued interaction
4 with DOE from my technical staff here. I would expect
5 us to maintain a capability.

6 I would expect our own performance
7 assessment to evolve over time as new data are coming
8 in. And then maybe the NRC may determine some
9 information should be collected sometime down the
10 road, whether it's collected by DOE or we have the
11 option of going onsite and doing some tests of our
12 own. Whether we have the budget or decide to do that,
13 I have no idea. I mean, I'll probably be long gone by
14 then.

15 So, yes, there will be a continued active
16 oversight program. That will probably consist both of
17 inspections and technical staff interactions, perhaps
18 not too dissimilar to them having in the past.

19 MEMBER RYAN: Jeff, it seems to me you've
20 outlined really three major components to your vision
21 of performance confirmation as a topic. One is to
22 have a technical plan of what I'm going to measure and
23 why, and how all of that technically lines up somehow
24 with the safety questions of the safety case or the
25 safety requirements. And I use those safety terms in

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1 the broadest sense.

2 The second is an administrative plan for
3 how DOE wants to manage this program over time -- time
4 being a long time, decades rather than months or that
5 kind of thing.

6 And then, third is how that will translate
7 into the NRC's oversight role through its inspection
8 and evaluation of that plan. Have I got the three
9 parts that are in your mind right in kind of a general
10 way?

11 MR. POHLE: That sounds reasonable to me.
12 And, in fact, I never -- until we started doing the
13 Yucca Mountain Review Plan, this management,
14 administrative aspects, I started remembering my
15 experiences from other facilities. Whoa, whoa, whoa.
16 You know, the regulation really doesn't specifically
17 deal with that, but that's a fact of life. A program
18 has to be managed, and generally we want licensees to
19 do things are inspectable, and we're going to have to
20 get into that. And DOE has certainly come to that
21 realization later in time.

22 As the time approaches, a lot of areas of
23 the license application -- whether it's operations --
24 you can imagine the types of procedures and
25 operational-type inspections that will be done in

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1 terms of just real-time worker safety. And in that
2 safety assessment there's a whole world of management
3 and administrative aspects that will have to be
4 developed and incorporated into the license
5 application.

6 MEMBER RYAN: You know, I think it's
7 helpful to think about John Kessler's comment, in that
8 if you do that well, of thinking about the technical
9 aspects, the management aspects, and how they lead
10 into an inspection and oversight aspect, you can, you
11 know, not create a huge burden, but you can also think
12 about it as being tremendously prescriptive and
13 burdensome. And I guess the art will be to have an
14 effective and useful program that doesn't create an
15 inordinate amount of weight to go with it.

16 Thanks.

17 Any other comments from the panel members?

18 MR. POHLE: Can I make one closing --

19 MEMBER RYAN: Yes, please.

20 MR. POHLE: -- comment?

21 MEMBER RYAN: Absolutely.

22 MR. POHLE: Post-closure monitoring --
23 there is a requirement -- I think it's in 6322 -- DOE
24 will have to have some post-closure monitoring plan in
25 the license application. And that means after

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1 permanent closure, and we do not consider that part of
2 performance confirmation.

3 So you are correct, performance
4 confirmation ends at permanent closure. There's a bit
5 of a question mark as to what post-closure monitoring
6 will be, but it's not addressed under Subpart F.

7 MEMBER RYAN: Thanks very much, Jeff.
8 Appreciate it.

9 We'll move right to our next talk, which
10 is by Deborah Barr from the Office of License
11 Application Strategy, U.S. Department of Energy.

12 I'm going to ask everybody's indulgence
13 and that we break promptly at 12:10. The committee
14 has another meeting scheduled in its lunch hour. So
15 if we could do that, we'll stop our question
16 discussion at 12:10 precisely, so we can get on to
17 that other activity.

18 Thank you very much.

19 Debbie, good morning. Welcome.

20 MS. BARR: Thank you. I'm Debbie Barr,
21 and I am the DOE technical lead on the performance
22 confirmation --

23 MEMBER RYAN: Maybe you could pull the
24 microphone a bit close.

25 MS. BARR: Sorry.

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1 MEMBER RYAN: There you go.

2 MS. BARR: Thank you. Okay. I'm the DOE
3 technical lead on performance confirmation, and we're
4 happy to be here to talk with you about this today.

5 Overview, yes.

6 Actually, while I'm waiting here, I should
7 probably mention, for those of you who picked up the
8 black and white copies that were out in the -- outside
9 the doors, they are missing half the pages. We had
10 done them double-sided. We were trying to save a few
11 trees. But instead we lost half of the information,
12 so -- okay. All right. So if you got it first thing
13 this morning, then you probably got one of the reduced
14 copies.

15 Okay. So, basically, what we're going to
16 hear about today, what you're going to hear about
17 today, is I'm going to start off by talking about our
18 vision for the performance confirmation program, and
19 I'm going to talk about what our focus was in
20 developing Revision 2 of the performance confirmation
21 plan.

22 After I talk with you this morning, then
23 you'll hear from Karen Jenni, who will then go on to
24 discuss the decision analysis process that we used in
25 developing the list of activities that would be a part

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1 of our program. Following her in the afternoon will
2 be Jim Blink, and he is actually going to walk through
3 those activities, give you a description of them, and,
4 you know, describe those key components of the
5 program.

6 And then, at the end of the day, you'll
7 hear from me again, and what I'm going to do is tell
8 you where we're going from here, what our next steps
9 are, what you can expect to see in the future.

10 Next slide.

11 So first off, I'd like to set it in
12 context of the bigger picture. Performance
13 confirmation is not the only testing and monitoring
14 program that will be taking place now and in the
15 future. There are a number of other programs, and
16 this slide actually just represents probably not
17 anywhere near as many as there will be.

18 The ones that are in that nasty yellow
19 color are the ones that are culled out in the
20 regulation, in 10 CFR 63. And, of course, the middle
21 one on the bottom is the NRC-specified test, and the
22 reason why there is the arrows pointing at all of the
23 other ones is because they, of course, can specify --
24 the NRC can specify any test in any of those
25 regulatory-required programs.

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1 There is also the science and technology
2 program, and I'm not sure if he's here now, but I
3 heard that Bob Budnitz might be wandering in and out
4 today. And if he is, if you have any questions about
5 that particular program, then he could answer them for
6 you.

7 And so what we're here to talk about today
8 is one of these programs, and that is the performance
9 confirmation program.

10 Okay. So what is the difference between
11 this program and any of the other testing and
12 monitoring programs which might take place? The
13 performance confirmation program has certain goals,
14 and it has a specific focus.

15 And those are laid out fairly clearly in
16 10 CFR 63, and those are things like the activities in
17 that program will be specifically designed to confirm
18 what we have laid out in our license application.
19 This program also will be testing the functionalities
20 of the total system as well as the barrier
21 performance.

22 Other testing and monitoring programs will
23 have a number of other goals, and those may be things
24 like increasing confidence or meeting other regulatory
25 requirements. Now, this is not to say that

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1 performance confirmation activities themselves will
2 not increase confidence. In fact, they probably will
3 to some extent. However, that is not the sole purpose
4 of those activities.

5 The performance confirmation program has
6 a specific role, and there are requirements of it.
7 And they are, as I mentioned before, laid out in
8 10 CFR 63, and they were described by Jeff Pohle
9 earlier.

10 Basically, to paraphrase, the NRC requires
11 that our PC plan will be a part of the license
12 application, and also that this program will
13 demonstrate that the total system and the subsystem
14 components are behaving as expected.

15 We have actually been working on
16 developing the performance confirmation program for
17 quite a number of years, and we've gone through
18 several iterations of the plan in the past. We have
19 had various different methods that we were using to
20 develop the program. And over time, in the past we
21 have also had a small number of interactions with
22 other organizations.

23 As a matter of fact, I think there may
24 have been a presentation before the ACNW in the past
25 on this as well. And then, there was also the EPRI

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1 workshop that took place in 2001.

2 In the interactions that we've had, we
3 gained a lot of valuable feedback from other
4 organizations, other agencies, and we're hoping that
5 in this program we've done a good job of incorporating
6 the things that we've learned from those other
7 interactions. And so approximately a year ago we
8 decided that we needed to reassess the program that we
9 had in place, that we needed to revise it and update
10 it.

11 And so with that in mind, there were a
12 number of reasons why we chose to do that at that
13 time. First off was that there was a finalized
14 10 CFR 63 that was then available, and then there was
15 also the expectations that were laid out in the Yucca
16 Mountain Review Plan.

17 The previous performance confirmation plan
18 focused on principal factors, and now we wanted to
19 update it to reflect the barriers that were important
20 to waste isolation. We wanted to take a risk-informed
21 approach and determine a program that would confirm
22 each barrier's performance as well as the total
23 system.

24 And then, we also wanted to ensure that
25 the program we had in place was consistent and

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1 compatible with repository operations.

2 So what was our vision? What was our plan
3 for developing this program? The first thing, of
4 course, that we considered was that it had to be based
5 on 10 CFR 63 requirements, and also what we could read
6 into the expectations in the Yucca Mountain Review
7 Plan.

8 Now, keeping in mind that the purpose, the
9 existence of this program is because it is called for
10 in the regulations, the goals and the requirements are
11 clearly laid out there. However, we did not just stop
12 there. We didn't confine ourselves to meeting the
13 wording of the regulations, or do a checklist against
14 the phrases within the regulation and say, "Okay, we
15 need this test to meet this one, and this test to meet
16 this one."

17 If we had done that, we would have ended
18 up with a program that lacked depth and an
19 understanding of the critical aspects of what makes
20 the repository function as a whole, as well as the
21 individual barriers.

22 And so that brings us to the second point,
23 which was that we wanted to look at those things that
24 are truly important to the performance of the
25 repository. And so we believed that we were meeting

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1 not only the specific requirements of the regulation
2 but the intent as well.

3 Not all activities are equal in value.
4 And so in our vision of the performance confirmation
5 program, we needed to look at how we could determine
6 how complex an activity needed to be, to what extent
7 we needed to do it, how many activities were
8 appropriate to do.

9 We needed a way of prioritizing the kinds
10 of activities that we might do and assessing them for
11 their importance to telling us what was really
12 significant.

13 We also needed to -- as part of our
14 vision, we needed something that was not going to
15 drive the design requirements, but was actually going
16 to be complementary to it.

17 And lastly, the performance confirmation
18 program should support a license amendment for
19 closure. It should provide us with the information we
20 need to be able to close.

21 So what you're going to hear about in the
22 next talk from Karen Jenni is how we used a multi-
23 attribute utility analysis to develop our list of
24 activities. This is a combination -- this was a
25 method that was used to combine technical judgments

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1 about activities as well as management value judgments
2 when you've got varying degrees of importance of
3 different goals.

4 And so this is the method that we used to
5 combine all of those together in determining the value
6 of each added activity to the program.

7 Now, while in the past we took a top-down
8 approach to developing the program, this one is
9 actually more of a bottoms-up approach. But that does
10 not in any way suggest that we did not incorporate
11 TSPA or the insights gained from that in the
12 development of the program. That was very much a
13 factor in the process that we used.

14 The performance assessment uses barriers
15 and scenarios as a basis for decision analysis. And
16 also, there were performance assessment technical
17 staff that provided their input as far as the
18 technical insights that went into the decision
19 analysis process. Performance assessment managers
20 provided management value judgments.

21 And when we talk about performance
22 assessment here, we're talking about process
23 extraction as well as total system.

24 So where are we going from here? I'm
25 going to talk more about this in the afternoon at the

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1 end of the day. But I did want to briefly cover it
2 here, because I'm hoping to make you aware of what
3 information we have to share today versus what has yet
4 to be developed.

5 And so as you consider the information
6 that you hear about today, if you can set it in the
7 context of what we have yet to do, hopefully that will
8 help you understand what information there is
9 available right now versus what we may have to defer
10 to some later point in time.

11 And so at this point in time, Revision 2
12 of the performance confirmation plan is currently in
13 Department of Energy review. This plan, Revision 2,
14 basically will capture everything that you hear about
15 today, and that is the decision analysis process, the
16 development of a program.

17 And basically, this revision of the plan
18 sets the context for why we believe we have the right
19 program, what the rationale was that went into it.

20 Then, Revision 3 of the performance
21 confirmation plan is scheduled for spring of 2004, and
22 that's where we talk about how we then implement the
23 program described in Revision 2. It will include such
24 activities as further definition of the activities in
25 the program. What you're going to hear about today is

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1 a fairly high-level description. There's not a lot of
2 detail in it, and that detail will be developed
3 further in Revision 3 of the plan.

4 There will be a crosswalk to current and
5 previous testing. We'll establish the expected
6 baseline for all of the activities in the performance
7 confirmation program, and we will also establish the
8 bounds and tolerances for the parameters in the
9 program.

10 There will be more discussion of the
11 management and administration issues, and then we will
12 also identify the needed test plans and define the
13 process for which we report to the NRC on any
14 variances, significant variances, in the values that
15 we -- in the activities that we perform. And we'll
16 also describe the corrective action steps that may be
17 appropriate given those variances.

18 And then, of course, lastly, contingent
19 upon a successful license application, we would then
20 implement the program that's described in the
21 performance confirmation plan. And, of course, that
22 would be to monitor, test, and collect data, analyze
23 it, and report to the NRC on any significant
24 variances, take the appropriate corrective action
25 steps.

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1 So that's all I had for this morning. Can
2 I answer any questions?

3 MEMBER RYAN: Debbie, thanks very much.
4 I guess we'll hear over the next several presentations
5 some of the details, and I'm sure everybody has
6 questions about what those are going to be. So are
7 there any questions on the general approach and what
8 we're going to hear over the next several
9 presentations?

10 CHAIRMAN GARRICK: I only have one, and
11 it's back to this question of the performance
12 confirmation activities that are taking place during
13 site characterization. Are there any activities going
14 on right now that you would anticipate would carry
15 over into performance confirmation? And except for
16 the near field, isn't now a very good time to really
17 start performance confirmation where you have good
18 access and freedom from other operations that are
19 going on, and so forth?

20 MS. BARR: Right. Well, as we get to Jim
21 Blink's talk, he's going to talk about the specific
22 activities. And I think that you'll see quite clearly
23 that some of those activities seem very, very closely
24 related, if not the same, as some activities that are
25 currently going on.

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1 I think the concern that was expressed by
2 Steve here was that, organizationally, we do not have
3 anything formally labeled as performance confirmation.
4 However, we look at it from the standpoint of
5 information flow. And the information that's flowing
6 from the activities that are currently going on now
7 are what feed into performance confirmation.

8 They are setting the baseline for what
9 will carry forward as a part of the plan. They are
10 providing us with the information that we needed in
11 order to assess whether they truly were important to
12 be included in the performance confirmation program.

13 And so in Revision 3, we will make that
14 crosswalk. And yet I think that you'll see
15 undoubtedly that some of the activities that Jim will
16 talk about later do appear to be things that are
17 currently going on now and will continue to go on in
18 the future.

19 MEMBER RYAN: Debbie, just one quick
20 question. And if we're going to cover it later,
21 that'll be fine. You mentioned performance assessment
22 and manager-provided, management value judgment. I'm
23 curious what management value judgments means.

24 MS. BARR: Well, I think Karen is probably
25 going to be going into quite a bit of detail on that,

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1 but very generally --

2 MEMBER RYAN: Okay.

3 MS. BARR: -- what I would say is that
4 when you have technical people looking at the various
5 different areas -- for instance, you have -- we have
6 technical people looking at waste form. You know, we
7 have technical people looking at using above the
8 repository. We did it barrier by barrier, and we had
9 the appropriate technical people involved in the
10 assessment of those particular areas.

11 And yet when you then look at it from a
12 higher level, and you say, "Okay. Are these two
13 barriers of equal value?" Or, you know, from a bigger
14 picture perspective, what are the kind of judgment
15 calls that you need to make --

16 MEMBER RYAN: So the basis for this value
17 judgment, the value is in its appropriate -- or its
18 relationship to the safety question? Is that where
19 the value comes in? I mean, the real focus to me is,
20 what are they valuing? You know, is it an important
21 safety question, or is it a technical question that
22 would take a lot of money to do experiments to resolve
23 it, or both, or, you know, that kind of thing.

24 MS. BARR: No. We're --

25 MEMBER RYAN: Is there a hierarchy there?

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1 MS. BARR: Yes, we're not talking about
2 management judgment, you know, values as far as like,
3 oh, this costs too much, and that doesn't. You know,
4 it wasn't that kind of judgment.

5 So I think -- tell you what, if you
6 haven't gotten a satisfactory --

7 MEMBER RYAN: I'll come back to it.

8 MS. BARR: -- answer to your question
9 after Karen's talk --

10 MEMBER RYAN: It's a great start. Thanks.

11 MS. BARR: -- you can readdress it.

12 MEMBER RYAN: George?

13 MEMBER HORNBERGER: Debbie, your -- the
14 very last bullet there -- again, I recognize that I'm
15 not asking a detailed question here, but just in
16 general. So if we get to this implement performance
17 confirmation plan, we say, "Take corrective action
18 should significant variances arise."

19 So have you had the discussions to go in
20 the direction of how you decide whether something is
21 significant? And I'm thinking in particular, you are
22 going to be doing -- a lot of this performance
23 confirmation is going to be laboratory tests. Have
24 you thought a lot about what the term "significant
25 variance" means in this case?

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1 MS. BARR: Well, I think in this case
2 probably by "significant variance" what we mean is
3 when it reaches that threshold of when it's reportable
4 to the NRC. Now, clearly, that doesn't mean that we
5 don't do anything until it reaches that stage. We, of
6 course, will be doing our own internal data analysis
7 and forecasting of the information available.

8 And so, clearly, it wouldn't get to the
9 point where, you know, we would have to report it to
10 the NRC, and we'd just say, "Well, you know, we don't
11 know what it means. We haven't looked at it."

12 So corrective action steps here I believe
13 mean what happens after it becomes reportable to the
14 NRC. And that, you know -- again, I'll address this
15 a little bit more at the end of the day, but that can
16 be anywhere from modifying our models all the way up
17 to retrieval. So there are a number of possibilities
18 there, and they're not all necessarily extreme.

19 MEMBER LEVENSON: I'm not sure this is a
20 basic part of performance confirmation, but it's an
21 important similar kind of thing. Is there currently
22 a program for determining the background, the
23 radiation, and the exhaust gas from the tunnels and
24 drifts and its variation with barometric pumping, so
25 that you have a background against which to know what

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1 you're seeing when you get to performance
2 confirmation?

3 MS. BARR: Well, for those activities that
4 we have information on now, that information that has
5 been collected to date will serve as the basis for
6 developing that baseline. However, there are a number
7 of activities, as was stated earlier, that won't even
8 start until we begin construction on a repository or
9 even after emplacement. And for those periods of
10 time, we would need to develop baseline information
11 for those activities.

12 MEMBER LEVENSON: So you're not
13 determining baseline -- things like radon due to
14 barometric pumping from the mountain, which can be
15 done now, is not being done.

16 MS. BARR: No. If it can be done now,
17 that -- the work that is currently ongoing is what
18 will be providing the basis for that baseline.

19 MEMBER RYAN: Questions from panel
20 members? Oh, yes, John. Sorry.

21 MR. KESSLER: A follow-up on this very
22 last point. I guess to me it's related to Jeff's talk
23 in terms of talking about all of this freedom of
24 approach, which I think is a good thing. So it seems
25 as if NRC has given DOE the rope. Will we hear about

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1 how the licensing approach -- anything about the
2 licensing approach? You know, the tech specs versus
3 license amendments versus -- you know, how is it that
4 DOE might propose that this -- all of the aspects of
5 performance confirmation get taken care of in a formal
6 licensing approach?

7 MS. BARR: I'm not sure I understood the
8 question. Could you --

9 MR. KESSLER: In Jeff's talk, you know,
10 there were questions about, well, it could be license
11 amendments, could be tech spec changes, could be
12 something else. In terms of when you take corrective
13 actions and you talk about triggering NRC, you know,
14 notification, when DOE puts this in the license
15 application, what is the licensing mechanisms that
16 they intend to use, saying, okay, if it gets without
17 such-and-such range, we'll come back for a license
18 amendment after we do XYZ, or we plan to develop a set
19 of tech specs that -- to live under.

20 You know, what are those conditions of
21 operation that DOE is proposing that NRC is clearly
22 asking for DOE to take the lead on? Will we hear
23 about those?

24 MS. BARR: I believe that's part of what's
25 encompassed in Revision 3, in that we would develop

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1 the correction action steps that we would follow. And
2 then, of course, it's up to the NRC whether they would
3 accept what we propose or not.

4 MR. KESSLER: Is this going to be
5 something that might be the subject of a future tech
6 exchange before you actually commit to something?

7 MS. BARR: I think it probably would be
8 appropriate for that. There is certainly nothing
9 definitely planned right now, but that's certainly an
10 appropriate thing to do before we submit a license
11 application.

12 And, actually, I should probably -- you
13 know, you pointed out that, you know, NRC has given us
14 the rope to, you know -- I would like to point out in
15 response to some of the comments earlier, we are not
16 taking the approach of, you know, what's the minimum
17 necessary that we can get by with? And we're not
18 taking the approach of, what's the maximum so we can
19 get a license application, and the negotiate later.

20 That is certainly not the approach that
21 we're taking. And I think we've put a lot of hard
22 work into this, and I think we've come up with a
23 program that really meets the intent of the
24 regulation. It really does.

25 MEMBER RYAN: Is there one last question?

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1 Hearing none, thank you for introducing what will be
2 an interesting afternoon I think, Debbie. Thanks very
3 much.

4 We'll resume promptly at 1:15. Thank you
5 very much.

6 I turn it back to you, Mr. Chairman.

7 CHAIRMAN GARRICK: Done.

8 (Whereupon, at 12:05 p.m., the
9 proceedings in the foregoing matter went
10 off the record for a lunch break.)

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1:17 p.m.

MEMBER RYAN: Our next speaker is nearby.
Oh there you are. I didn't see you sitting over there.

Karen, welcome, and thanks for being with us this afternoon. Your presentation is entitled "Decision Analysis Process, Views to Develop a Performance Confirmation Program." You have our undivided attention. Thanks for being here.

MS. JENNI: Thank you very much. I'm going to talk about the process that we used to develop the performance confirmation program. I'm going to talk in quite a lot of detail about some things that I heard interesting this morning, so hopefully, I'll be able to capture your attention.

I'm not going to talk about the specific activities that are included on the program. I'm going to get you right up to that point and then a little bit later this afternoon, Jim Blink is going to talk about the activities that are in the program.

First, let me give you just a little bit of brief background about the methodology and the approach and then I'm going to walk through each of the three phases of this process in some detail and

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1 I'm going to give you some examples. There are, I
2 think, one or two that you saw in earlier presentation
3 on this before I had examples. I know John Kessler
4 did and now I've added some detail in terms of
5 specific examples of activities that were evaluated
6 and how they were evaluated.

7 A key distinction that we made early on is
8 a distinction between individual parameters or
9 activities and a set of activities or what we call a
10 portfolio. We separated the evaluation of parameters
11 or activities from the evaluation of portfolios. A
12 key point is the best set of activities, the best
13 performance confirmation program or portfolio, doesn't
14 necessarily result from just ranking all of the
15 potential activities in order of benefit or cost
16 benefit and so I think from the top down. There are
17 other things that may come into play that are
18 important in creating the correct set of activities.

19 There are a lot of activities as you'll
20 see, close to 300 activities that were evaluated.
21 Well, there are almost infinite number of combinations
22 of activities or portfolios. It was not feasible to
23 evaluate every possible portfolio, so we started by
24 evaluating activities and we created portfolios later.

25 Slide, please?

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1 (Slide change.)

2 MS. JENNI: We had a technical exchange at
3 the end of February where we got a little bit wrapped
4 up around terminology, so this time I put all the
5 definitions up front and I'll try to stick with this.
6 It's kind of a crib sheet for me and for you.

7 Parameters are things that can be measured
8 or observed. They can be related to performance
9 assessment models. They can be model inputs. They
10 can be model outputs. They can be intermediate
11 results. It's something that the program could
12 potentially measure or observe.

13 A data acquisition method is a means to
14 measure that parameter. There are a couple of
15 examples here of parameters and data acquisition
16 methods. This combination of a parameter and a data
17 acquisition method we call performance confirmation
18 activity or candidate performance confirmation
19 activity.

20 In some cases, I think you'll see later
21 on, there are several different approaches proposed to
22 measure the same parameter, so those are different
23 activities, same parameter, different data acquisition
24 methods leads to several different activities.

25 Portfolio then is a collection of

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1 activities that could form the basis for the
2 performance confirmation program and the program
3 itself is the selected set of performance confirmation
4 activities. So I'm going to keep my crib sheet out,
5 because sometimes I slip up.

6 The approach we used here is decisional
7 analysis approach. Why did we go with an approach
8 like this? Well, it's logical and proven and tested.
9 It provides a consistent basis for evaluating and
10 comparing activities. It addresses the fact that
11 trade offs between different objectives and goals
12 might be necessary and probably the key point for us
13 is that it allows us to take advantage of the
14 appropriate expertise at the appropriate point in the
15 process.

16 So technical judgments that go into this
17 which are the potential impacts of including an
18 activity on the objectives of the program, there are
19 also management value judgments which I'll talk about
20 in some detail in about 10 more slides. But they are
21 basically judgments about what's important for the
22 program and how important are those objectives
23 relative to each other.

24 The combination of those technical
25 judgments, what are the impacts of this activity and

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1 the value judgments, how important are those impacts,
2 combine to give us a figure of merit or what we call
3 a utility of each activity.

4 Next slide, please.

5 (Slide change.)

6 MS. JENNI: I'm just going to breeze
7 through this slide, but for those who are interested
8 in the mathematics, the basis here, as Debbie
9 mentioned, is multi-attribute utility analysis which
10 is that aspect of decision analysis that focuses on
11 value modeling, on quantifying impact on multiple
12 objectives.

13 There's a five step process here which
14 you'll see that we implemented in Phase 1 which is our
15 next slide. The overall approach had three phases.
16 In Phase 1, we went through and we evaluated
17 activities in terms of how they met certain criteria.
18 In Phase 2, we took those activity evaluations and we
19 developed a set of alternative portfolios and then in
20 Phase 3, we selected a base portfolio and modified
21 that based on management judgments.

22 The steps in Phase 1 are shown on this
23 slide. And they map to the five steps in the MUA
24 process on the previous slide. The first step is a
25 management judgment about what's important. What are

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1 we trying to accomplish with the performance
2 confirmation activity? How do we measure the value of
3 an activity?

4 The second step on the -- I can't do this,
5 on my left, your right, are technical judgments, so we
6 went to technical investigators and asked them to
7 define candidate activities in light of the objectives
8 that are important and then evaluate how all those
9 activities meet the objectives of the program.

10 Simultaneously, on the management value
11 judgment side, the performance assessment managers
12 assigned basically weights, relative values to the
13 different objectives and then again that combination
14 gives you the overall value in Phase 1 of an activity.
15 I'm going to go through, each of these boxes has one
16 or possibly two slides associated with it.

17 The first step was to define the criteria.
18 We've got three. Chris had four, but they're pretty
19 similar. We formed our workshop that involved
20 technical investigators in the different model areas,
21 performance assessment, analysts, DOE staff. It was
22 a pretty big group. And we spent a day talking about
23 performance confirmation activities and how do you
24 judge the value of a performance confirmation
25 activity.

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1 And what came out of that workshop was
2 three or four, depending on how you parse that first
3 bullet, criteria that were judged to reflect the value
4 of an activity. It was the sensitivity of barrier
5 capability and/or system performance to that
6 parameter, the confidence we have in the current
7 representation of that parameter, and then the
8 accuracy with which you can measure that parameter, so
9 I think the direction of preference here is pretty
10 clear. If you've got a parameter to which system
11 performance is very sensitive, you have less
12 confidence in its current representation and you can
13 measure it very accurately. That's something that's
14 a pretty good candidate for performance confirmation.

15 On the other hand, if you've got something
16 to which performance barrier or system performance is
17 insensitive, you're very confident in your current
18 representation and you can't measure it very
19 accurately anyway. It's one of those things that you
20 can't measure. Well, that's not a very good thing to
21 include in your performance confirmation activity.

22 Next slide, please.

23 (Slide change.)

24 MS. JENNI: The next step was to say
25 conceptually how do these three or four criteria roll

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1 up to form, how do we take inputs on those criteria
2 and estimate the value of the activity? This slide
3 will kind of slowly walk you through the process.
4 What we're looking for is an overall measure of
5 benefit. We said that's a function of the value of
6 "perfect information" which I put in quotes because
7 that's not ever available. You never know anything
8 with certainty. And the accuracy with which the
9 proposed activity measures that.

10 So how valuable is it if you could know
11 it? And then how well can you know it?

12 The value of "perfect information" then is
13 a function of those three -- drawn from the three
14 criteria we mentioned. It says will this hypothetical
15 perfect information change your estimate of system
16 performance, of barrier performance or change your
17 conceptual models?

18 If you go down just a couple more --

19 (Slide change.)

20 MS. JENNI: Those things then tie
21 specifically to the criteria on the previous page and
22 they tie to questions that we asked of the technical
23 investigators. On the other side, accuracy, how
24 accurately does this activity or data acquisition
25 method measure the parameter. We define three aspects

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1 to accuracy. How accurately does it capture temporal
2 changes in the parameter? How accurately does it
3 capture spatial variability in the parameter? And
4 then how directly do you measure that? Is it
5 something that's a direct measurement of what you care
6 about or is it something that several steps removed
7 where you have to make a number of inferences to get
8 from your measurement to the parameter that you care
9 about.

10 Next slide, please.

11 (Slide change.)

12 MS. JENNI: Those blue boxes at the bottom
13 of the slide, for those of you that have color copies,
14 the ones at the bottom for those of you who don't, all
15 tie to specific judgments that we could ask technical
16 experts to estimate for an activity. What we did was,
17 rather than just give them this list and say how does
18 your proposed activity compare against these criteria,
19 we developed a pretty detailed set of questions.
20 Developed a questionnaire where for each of those
21 criteria there was a set of questions.

22 Yes?

23 MEMBER RYAN: I was just going to ask on
24 that point, how is it different from doing sort of a
25 numerical sensitivity analysis where you don't have to

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1 rely on a judgment or a value here, you can calculate
2 it?

3 MS. JENNI: Some of the activities did not
4 tie really tightly to TSPA models. Some of them did
5 and in those cases we went to the technical
6 investigators who were most familiar with the model
7 and asked them to use their judgment and you'll see
8 the detail in the questions in just a minute. They
9 tie pretty closely to PA. But there were also aspects
10 and we wanted to allow for activities that didn't tie
11 directly to a PA model input or a PA model output.

12 We used a questionnaire just to make sure
13 that everyone was answering the same questions. You
14 say you're highly confident in this parameter. If I
15 say it and you say it, it might mean different things,
16 but if we write down exactly what it means, then we at
17 least know we're saying the same thing when we say
18 highly confident.

19 So next slide, please.

20 (Slide change.)

21 MS. JENNI: The way we got the first set
22 of technical judgments is we held a series of
23 workshops where we met with the technical
24 investigators and the performance assessment modelers,
25 so with each model area, roughly equivalent to the

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1 barriers. We gave them the questionnaire. We talked
2 about the process, about the criteria and we sat with
3 them while they developed an initial candidate list of
4 performance confirmation activities. So we said in
5 light of these objectives of the program or criteria,
6 what's the set of activities that you might propose?
7 And we really encourage them here to be comprehensive.
8 Anything they thought would be valuable on any of
9 those criteria, propose it, initially, and then we
10 went through an example. We went through with them
11 this questionnaire. Let's evaluate it against the
12 criteria. Now you know how to evaluate it and then
13 the modelers went off, the technical experts went off
14 and in their own workshops went through the evaluation
15 for all of their parameters.

16 Next slide, please.

17 (Slide change.)

18 MS. JENNI: In addition to having
19 evaluations from the technical experts, we had a small
20 group of two dedicated individuals who evaluated every
21 activity. There were more general technical experts
22 than really deep in a particular model area. And the
23 goal there was just to provide another consistency
24 check. You get some consistency by using a detailed
25 questionnaire. You get that sort of within a model

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1 area, but to ensure consistency between model areas
2 that the people were familiar with an aspect of the
3 natural system are interpreting questions the same way
4 that people who are familiar with say the waste
5 package barrier.

6 We had these two people who evaluated all
7 the activities and then they met with each of the
8 groups to kind of reconcile differences. The whole
9 purpose of this little exercise was to ensure
10 consistent interpretation of the questions across the
11 different groups.

12 Once that was achieved, those evaluations
13 went away and we stuck for the rest of the analysis
14 with the evaluations that came from the technical
15 experts in each area.

16 Next slide, please.

17 (Slide change.)

18 MS. JENNI: Now this slide, for those who
19 are trying to follow along in their printed copies,
20 this differs a little bit. The next two slides in
21 your printed copies capture the information that we'll
22 go through here.

23 This is the conceptual framework that we
24 went through for how criteria rolled up to values. I
25 want to go through at least a couple of these in

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1 detail.

2 Next slide, please.

3 (Slide change.)

4 MS. JENNI: Here's an example of one of
5 the questions that the technical experts were asked
6 about their proposed activities. This was the
7 question that has to do with system performance and
8 they were asked to assume that the parameter lies
9 outside of its currently modeled range and then
10 estimate how much that would change the estimate of
11 total system performance.

12 To answer this question they had available
13 to them all of their knowledge in the technical area.
14 They also had sensitivity analyses for the TSPA,
15 sensitivity analyses for the particular model
16 components and they were asked to incorporate all of
17 that knowledge into an answer to this question.

18 Next slide, please.

19 (Slide change.)

20 MS. JENNI: Again.

21 (Slide change.)

22 MS. JENNI: That was combined with a
23 question about confidence. This was the one
24 confidence question. It basically asked how confident
25 are they in the range of this parameter. Could be an

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1 input. Could be an output. How confident are you
2 that that model range won't be exceeded in the 10,000
3 year performance period.

4 Next slide, please.

5 (Slide change.)

6 MS. JENNI: And one more.

7 (Slide change.)

8 MS. JENNI: The answers to those two
9 questions combined to give you an answer to this
10 question about how likely is perfect information to
11 impact system performance. I think you've got all the
12 questions on one of your slides and maybe we can just
13 page down until we get -- keep going until I stay
14 stop.

15 (Slide changes.)

16 MS. JENNI: Right there. The questions
17 from the questionnaire at the bottom tie directly up
18 to this value of hypothetical perfect information and
19 that's the first place where another set of management
20 value judgments come in. We have these three aspects
21 to value of information. Will that information change
22 estimate and system performance, barrier performance
23 or of the conceptual models? Those three impacts
24 combine to capture the value of information based on
25 how important management thinks it is to capture

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1 changes in system performance, barrier performance or
2 conceptual models.

3 So we'll talk later about those rating
4 judgments in there. Those are the Ws on your slides.

5 Next slide.

6 (Slide change.)

7 MS. JENNI: There are also a set of
8 similar questions related to the accuracy components.
9 Here we asked how confident are you that information
10 collected in the activity accurately represents
11 temporal changes. And in this case we just had a
12 constructed scale going from highly confident to not
13 at all confident or in this case it's not even trying
14 to capture temporal changes. That would be some of
15 the least accurate if you're not even trying to highly
16 confident that you've captured temporal changes.

17 Next slide.

18 (Slide change.)

19 MS. JENNI: Just page down again.

20 (Slide change.)

21 MS. JENNI: Again.

22 (Slide change.)

23 MS. JENNI: Go down until we get the top
24 equation.

25 (Slide changes.)

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1 MS. JENNI: One more.

2 (Slide change.)

3 MS. JENNI: Thank you. And we can come
4 back to any of these questions, but the basic concept
5 here is now the blue boxes across the bottom with the
6 questions are questions that were asked of technical
7 experts most familiar with each model area and those
8 were combined using management value judgments about
9 the relative importance, the Ws on that chart to
10 capture those two aspects that we care about. How
11 valuable is the information if you could collect it?
12 How accurately can you collect it and then those are
13 combined to give this overall utility value.

14 Next slide.

15 (Slide change.)

16 MS. JENNI: One more.

17 (Slide change.)

18 MS. JENNI: Now I want to talk a little
19 bit about the management value judgments. There were
20 two types of judgments that were necessary. They were
21 the weights that we talked about and there were also
22 some within criteria judgments that construct a scale
23 that we talked about that I showed you with the
24 confidence. Those need to be tied to value judgments
25 and I have an example of that on the next slide. But

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1 let me talk about this process.

2 We met with -- on that bottom bullet, we
3 had a group of about eight managers from the
4 performance assessment project. They went through an
5 exercise where they first reconfirmed that we had the
6 right criteria, so they endorsed these are the right
7 criteria. They looked at the questionnaire and at the
8 metrics and then they answered a series of trade off
9 questions designed around exactly the same scales and
10 metrics used in the technical questionnaire to develop
11 the value judgments.

12 Next slide, please.

13 (Slide change.)

14 MS. JENNI: Here's an example of one of
15 the metrics. This is the scale that the technical
16 experts use to evaluate how well this activity capture
17 spatial variability in the parameter assuming that it
18 was a parameter that did vary spatially.

19 The managers looked at this same scale and
20 then assigned relative values in terms of accuracy to
21 each of these aspects of the scale and that's on the
22 next slide.

23 (Slide change.)

24 MS. JENNI: On the right is the summary of
25 those judgments. There were eight managers involved

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1 in the assessment. They talked about the scale. They
2 did individual assessments. They talked about
3 differences in opinion and they reevaluated and the
4 details are shown in the bar chart on the left. The
5 one thing I want you to get here is that the judgments
6 of the different managers were highly consistent in
7 terms of how accurate or how valuable in terms of
8 accuracy are measurements that you are highly
9 confident captures the spatial variability, moderately
10 confident and so forth.

11 So this function on the left was used to
12 scale the responses, the technical responses to the
13 spatial accuracy question into value responses.

14 Next slide, please.

15 (Slide change.)

16 MS. JENNI: There's another type, the
17 second type of value judgment which I pointed out on
18 the slides are the weights, the relative weights of
19 the different criteria. We said there are three
20 aspects to accuracy, capturing temporal changes,
21 capturing spatial changes and the directness of the
22 measurement. These are the weights assigned by the
23 managers to the importance to overall accuracy of
24 capturing temporal changes, spatial variability and
25 directness. So what they said was the most important

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1 thing in terms of accuracy is capturing temporal
2 changes in the parameter. The next most is capturing
3 spatial changes and the last one is how direct the
4 measurement is.

5 You're ahead of me.

6 (Slide change.)

7 MS. JENNI: The final set of value
8 judgments were the judgments related to barrier
9 capability, so there's a criteria how sensitive is
10 barrier performance to this parameter. We also --
11 management also said well something that a barrier
12 that is less important to performance compared to a
13 barrier that's more important to performance probably
14 shouldn't get the same value in the system. So they
15 provided a set of weights for the barrier
16 capabilities, for barriers themselves, I'm sorry.

17 They used management judgment. They used
18 the TSPA analyses. They used the sensitivity
19 analyses, a risk prioritization report. They used a
20 series of one-on analyses that are similar to some of
21 the analyses that EPRI has done. And they also had
22 fairly lengthy discussions about the different
23 barriers and how to weight them in performance
24 confirmation.

25 You'll see these are -- they're pretty

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1 clearly tied to system performance.

2 Next slide, please.

3 (Slide change.)

4 MS. JENNI: We also did a rough estimate
5 of the costs of each activity. I think understanding
6 both the costs and benefits is important to the
7 decision making process. You don't want to just
8 include -- well, there's a possibility if you just
9 look at the most important, most beneficial activities
10 you'll end up with a very cost ineffective program if
11 you ignore the cost component. If you include
12 activities based only on minimizing costs, you might
13 leave out things that are very valuable. So we wanted
14 to capture both sides.

15 Costs came into play in developing the
16 portfolios. I'll talk a little bit about that when we
17 talk about Phase 2.

18 Next slide, please.

19 (Slide change.)

20 MS. JENNI: This is just a little summary
21 of where we started and where we ended up. We started
22 with about 360 different activities. This is when we
23 met in the workshops and we asked the technical
24 investigators to think broadly and develop a list of
25 everything you think should be considered. During the

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1 evaluation, some of those fell out, some of them were
2 duplicated among different groups and so forth. We
3 ended up with 287 activities for which we had an
4 activity, an estimated value and an estimated cost.
5 We then went back one more time to the technical
6 experts and we showed them the results of the
7 evaluations of their proposed activities. They had
8 provided us with completed questionnaires, a list of
9 activities, completed questionnaires. We combined
10 them with the management value judgments and we wanted
11 to take them back to them and do a kind of reality
12 check. Does this make sense to you? If not, why not?
13 And we spent another day with them talking through
14 what the evaluation came up with, what their reaction
15 to that was and we noted where they had exceptions.

16 MEMBER RYAN: That's an interesting point
17 in that you spent a lot of time with the process
18 trying to elicit their opinions and deal with them
19 well. What was the -- can you give us some insight
20 there as to why they didn't agree that their opinions
21 had been reflected?

22 MS. JENNI: For the vast majority of
23 activities, they did feel, yes, that matches what we
24 think it should match. There were probably fewer than
25 a dozen cases where they said that really doesn't make

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1 sense to me. I think that activity is more valuable.
2 We went back and we looked at their answers to the
3 questionnaire. We could trace why it evaluated poorly
4 and they thought it was important. But what we did
5 was it's just a tool, so we wanted to make sure we
6 carried the relevant information forward to the
7 decision makers. Where they disagreed, we flagged
8 that in the documentation.

9 MEMBER RYAN: Out of how many portfolios?

10 MS. JENNI: No, they didn't have input to
11 the portfolios. Where they disagreed with where the
12 activities ranked -- we just within groups. So we met
13 with say the saturated zone modelers and we said here
14 are the 15 activities that you proposed. Here's how
15 they rank in terms of benefit. What's your reaction?
16 For the most part, they said that matches my
17 intuition. Sometimes they had questions, well, why is
18 that one down there? And then we would go back and
19 explain the calculation, what input they gave us, how
20 it was rated by management, so why it ended up where
21 it did.

22 Most of the time that satisfied them and
23 sometimes it didn't and they said I still think it's
24 more valuable. In that case, we just flagged that and
25 said we'll carry that forward in the portfolio

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1 development.

2 MEMBER RYAN: So with the exception of
3 those flags, they did agree that the results reflected
4 their opinion?

5 MS. JENNI: Yes.

6 MEMBER RYAN: You might want to change
7 that bullet.

8 (Laughter.)

9 MS. JENNI: Okay. Thank you.

10 MEMBER RYAN: Thank you.

11 MS. JENNI: Next slide, please.

12 (Slide change.)

13 MS. JENNI: This is an example of two
14 activities, real activities that were proposed and how
15 we carried them through the evaluation, so I want to
16 walk through this. The numbers here refer to just
17 codes that we used to code the activities. When you
18 see the performance confirmation plan it will tag to
19 exactly to these numbers.

20 One activity was hydraulic testing of
21 fault zone characteristics. Another was on-site
22 testing of invert materials.

23 The technical judgments, just in words,
24 are listed there. Next slide.

25 (Slide change.)

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1 MS. JENNI: Next slide.

2 (Slide change.)

3 MS. JENNI: One more.

4 (Slide change.)

5 MS. JENNI: I want to walk through the
6 comparison, how we took those general technical
7 judgments on the previous slide, and codified them to
8 get utility values. So it just went through the
9 questionnaire and we'll just page through this fairly
10 quickly and see where there are differences. So in
11 this case the two parameters were both sensitive,
12 system performance was insensitive to both of these
13 parameters.

14 Next slide.

15 (Slide change.)

16 MS. JENNI: Next slide.

17 (Slide change.)

18 MS. JENNI: And they were moderately
19 confident in both cases in the power representations
20 of those parameters.

21 Next slide.

22 (Slide change.)

23 MS. JENNI: One more.

24 (Slide change.)

25 MS. JENNI: One more.

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1 (Slide change.)

2 MEMBER HORNBERGER: Karen, your formula,
3 you're multiplying by answers to these questions. I
4 don't get a number if I multiply something by C.

5 MS. JENNI: The questions that are in
6 terms of probability, we just used the probability.
7 So this answer C says 75 percent, so the value used in
8 that equation is 75 percent. So in all cases where
9 the scale is probability, the number that was used in
10 the equation is the probability.

11 In the other cases where the scale is not
12 in terms of probability, the value function, the first
13 one that we saw where we saw how the managers
14 translated answers to the spatial variability question
15 to value, that's the value that was used in the
16 equation.

17 Here's the first place where the
18 assessments differed. In this case for the activity
19 159, they said barrier performance was highly
20 sensitive for that parameter and for the invert
21 materials barrier performance was somewhat sensitive
22 to that parameter.

23 Page down.

24 (Slide change.)

25 MS. JENNI: Again.

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1 (Slide change.)

2 MEMBER RYAN: Karen, we had one question
3 on that.

4 MR. KESSLER: We had one quick question on
5 that. I just want to understand what you're saying in
6 that you can back up, oh boy -- there we go.

7 For example, this is getting back to
8 something that was in Chris' talk originally, where he
9 was talking about in some cases there are parameters
10 that may be used to a conservative range such that it
11 was a very broad range. And so what you're saying is
12 in those cases where you maybe went in with this broad
13 range that you feel is conservative, you're going to
14 wind up with a bunch of F categories, meaning that the
15 real measurement is likely to be just a small fraction
16 of that range you put in PA. Is that what would be
17 happening in those cases where you're putting in
18 conservative values?

19 MS. JENNI: I think you'd capture that in
20 a different place.

21 MR. KESSLER: Okay.

22 MS. JENNI: Right here it's saying what is
23 the model range, whatever it is and how sensitive is
24 barrier capability to the full range of that parameter
25 value. So this is a true sensitivity question. If we

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1 page down --

2 (Slide change.)

3 MS. JENNI: We missed it. Let's try to
4 get it. Page back up.

5 (Slide change.)

6 MS. JENNI: Again.

7 (Slide change.)

8 MS. JENNI: Two more.

9 (Slide change.)

10 MS. JENNI: That's -- it's the confidence
11 question where you would get the impact of a very
12 conservative range. So if you put in a highly
13 conservative range, so you're really confident you're
14 not going to find anything outside of that range, then
15 you would score a D on this. It says we're really
16 confident in the curve range. We captured the bounds
17 of physical reality, so here you would say you're
18 confident that that range won't be exceeded.

19 MEMBER RYAN: Fair enough, but what that
20 means is if you have a wide range, you're only likely
21 to sample from a small portion of the range in any
22 realistic test?

23 MS. JENNI: Correct.

24 MEMBER RYAN: But that wasn't considered
25 in that weighting that I was asking about?

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1 MS. JENNI: I'm getting -- can we come
2 back to that question? I'm not quite sure I get it,
3 but --
4 page down.

5 (Slide change.)

6 DR. WEINER: Could I ask a question before
7 you get away from that slide?

8 MS. JENNI: Yes.

9 DR. WEINER: Go back to that one.

10 (Slide change.)

11 DR. WEINER: You said when you had a
12 probability you just multiplied, used the probability
13 as your number. What do you use in this case?

14 MS. JENNI: Midpoint for the ones in the
15 -- for B and C and 5 percent and 95 percent for the
16 others. Just as a target.

17 DR. WEINER: Thank you.

18 MS. JENNI: Page down.

19 (Slide change.)

20 MS. JENNI: I'm afraid we hung up the
21 presentation by going back and forth too many times.

22 Now if you can just continue to page down
23 until we get all the numbers back on there. So you
24 can see the places and in your printed copy you just
25 have the answers to the questions and how it flowed up

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1 in the calculation, so you can see where the
2 evaluation of the two activities differed and how that
3 translated into a pretty big difference in utilities
4 score.

5 You can keep going. Thank you.

6 (Slide change.)

7 MS. JENNI: Back one.

8 (Slide change.)

9 MS. JENNI: Back one more.

10 (Slide change.)

11 MS. JENNI: So here, now is when I wish I
12 had a pointer. You can see the places just like you
13 could in the text where the evaluation of the two
14 activities differed. It differed in terms of
15 estimated sensitivity of barrier capability and in
16 terms of both of the key accuracy measures.

17 This difference flows up to a difference
18 in the value of information. These two differences
19 flow up to a really big difference in estimated
20 accuracy of the two activities and that translates to
21 a very big difference in the benefit of the two
22 activities.

23 So this difference comes from the
24 difference in the sensitivity of the barrier
25 capability and the difference in the weights assigned

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1 to those two barriers. Not only is the capability of
2 the invert less sensitive to this parameter, it's also
3 weighted quite a bit lower than the other one.

4 On the accuracy side, these were the two
5 most highly rated parameters and these values were
6 very low. So we do a very poor job with this
7 measurement of capturing temporal changes or spatial
8 variability. It translates to a relatively low
9 accuracy value.

10 Next slide.

11 (Slide change.)

12 MS. JENNI: The last piece was to estimate
13 the operating costs. We had information from the
14 technical experts as to how long the tests would take,
15 how long an individual test would take, how long a
16 total testing program would take and those were
17 translated into a rough estimate of the operator.

18 MEMBER RYAN: Karen, if I could maybe you
19 up to that previous slide, I'd like to ask you a
20 question about how to interpret the numbers.

21 159A has a numerical value of 510 roughly,
22 250 times greater than 28A parameter. And those are
23 numerical comparisons, but is it really fair to say
24 one is 250 times more important than another? Is that
25 relative numerical ranking hold up or is that just a

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1 translation of what are, in fact, subjective
2 assessments?

3 MS. JENNI: These are a translation of
4 what -- our subjective assessments. It's a numerical
5 comparison. It has some meaning in that larger
6 differences indicate more difference than small ones,
7 but I wouldn't say 250 times, but I would say the
8 difference between more than 100 is different than the
9 difference between 1 and 500.

10 So it's not meant to say the decimal point
11 matters or the difference between a 1.7 and a 1.8 is
12 important. This was meant to give you one summary
13 number of all of both the technical judgments and the
14 value judgments and to provide input to the decision
15 makers who really come into play in the next couple of
16 phases.

17 MEMBER RYAN: So you'd let me round those
18 off to one significant digit?

19 MS. JENNI: I would let you round those
20 off in one significant digit.

21 MEMBER RYAN: And I think it's important
22 to give us a sense of what -- like you just aid, I
23 mean the difference between 1 and 10 probably means
24 they're about the same. The difference between 1 and
25 100 is there's a difference. The difference between

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1 1 and a 1000 is there's a big difference. Am I on the
2 right track with that?

3 MS. JENNI: You're on the right track.
4 The total range, I'm going to get this number wrong,
5 but it's close to right. I think the least -- there
6 were a number of activities that evaluated pretty darn
7 close to zero and the most valuable activity probably
8 had a numerical score of around 1500, so that's kind
9 of the range of what we saw from and that obviously
10 would translate straight down.

11 MEMBER RYAN: And part of that numerical
12 range is just an artifact of where you set midpoints
13 and how you broke up ranges and all of that, so that's
14 really helpful to hear about that.

15 MEMBER HORNBERGER: Since Mike interrupted
16 you. Let me get my question in too.

17 At least to the nonpractitioner, this has
18 a flavor of a kind of a carnival game where you're
19 free to assign weights and you're free to decide
20 whether it's 90 percent or 50 percent or anything.
21 And again to the nonpractitioner, it looks like you
22 could get any answer you wanted. Now I'm sure that
23 you don't believe that, so can you give me some sense
24 of how robust this is to the assumptions that you make
25 as you go along?

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1 MS. JENNI: I'm connecting the first part
2 of your question to the second part. I definitely
3 hear your first part and it's something that Debbie
4 has talked about that when I go through the details of
5 these steps it just feels like you're just talking
6 about math here and it's disconnected from the
7 activities. So on one of those slides showing this
8 example, I wanted to show you the real judgments, kind
9 of in words, that people were making.

10 This was a tool to translate those
11 judgments to make sure that they're consistent, first,
12 so that when I say it's highly sensitive and you say
13 it's highly sensitive, we mean the same thing. Then
14 to translate all of those judgments into a metric,
15 assume a metric as a shorthand for all the details.

16 It is remarkably hard to make it say
17 whatever you want, even though it seems arbitrary when
18 you -- or it seems like maybe you can just play games
19 until you get the right answer, whatever you
20 personally think the right answer is. It's very hard
21 for the technical investigators, the people providing
22 these inputs to game the system because they don't
23 know what the relative values are. They don't know
24 what the rates are. It's hard for managers to game
25 the system when they assign the weights because they

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1 don't know what the technical judgments are. So they
2 give us their true value assessments as to how
3 important these different things are. This group
4 gives us hopefully their true assessment of
5 sensitivity, confirmed by some consistency checks and
6 then the combination happens without either one
7 knowing what the other input is.

8 Now they do look at it at the end. As I
9 mentioned, we went back and said here's how it rolled
10 up, how does that feel? Is that about right? But
11 it's pretty -- impervious is too strong a word, but I
12 can't think of a softer one, to gaming that way
13 because nobody sees -- no one who is providing input
14 sees the equation or sees the inputs until we have all
15 of the inputs and then they can look at it and it's
16 especially important, you'll see in Phase 2, we never
17 went back after this phase, excuse me, we never went
18 back and said well, if that were more sensitive, then
19 it would be more valuable and it should be in this
20 portfolio. In that case we just said this is a tool,
21 it gave you an input, management is free to make
22 adjustments as they see fit.

23 So I think you could, I could, given the
24 spreadsheet and this model to go back and create an
25 activity that scored well, but the process kind of

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1 prevented that from happening.

2 DR. WEINER: I want to compliment you on
3 the explanation you just gave because that's very
4 correct, but I have a question. Your calculation of
5 the utility was linear. You just multiplied the
6 numbers together and then added it up. You didn't try
7 any kind of nonlinear manipulation.

8 MS. JENNI: That's correct.

9 CHAIRMAN GARRICK: Yes, I just wanted to
10 understand this a little better. When you had a
11 situation where you had a difference in judgments on
12 the same question, on something that you considered
13 important, case studies of that kind of situation have
14 indicated that one way to get a test of the robustness
15 of the two answers would be to look at the supporting
16 evidence for that judgment.

17 I heard you say earlier that what you did
18 do was just flag it and move on, more or less. Have
19 you in any of those judgments that you considered real
20 important, did you take that extra step? Did you seek
21 to find what the supporting evidence was for that
22 judgment?

23 MS. JENNI: There were a couple of cases
24 where we had differences in opinion. We had some
25 differences in opinion in the technical judgments, so

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1 the actual evaluation of the activity using the
2 questionnaire, between -- ended up with one set of
3 judgments from the technical experts and one set from
4 this small core team that evaluated all of the
5 activities.

6 In those cases, what we did to resolve the
7 differences, we got the two groups together and we had
8 them talk as a group about the rationale for their
9 evaluation and they came to consensus on what the
10 appropriate score was. So we didn't go back to the
11 models, but we went back to the individuals providing
12 the input.

13 We did exactly the same thing on the
14 management value side. If managers disagreed on the
15 relative importance of the different criteria, they
16 talked about what their rationale was for weighting
17 one thing high and another thing low and eventually
18 came to consensus on that.

19 The last piece where we got differences in
20 sort of the overall ranking, those we did just flag
21 along with an explanation why it evaluated the way it
22 did and why the technical experts thought it should
23 evaluate differently. That's what we did. We went
24 back to the inputs to this system which were the
25 technical and management value judgments. We didn't

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1 go back further than that and look at the TSPA model
2 results, for example, to see whose judgment would be
3 correct, if there was one correct answer.

4 CHAIRMAN GARRICK: Thank you.

5 MEMBER RYAN: Thank you for letting us
6 interrupt you with all those questions, but it really
7 is helpful to hear the details.

8 MS. JENNI: Sure.

9 MEMBER RYAN: One more.

10 MS. JENNI: It may make me a little bit
11 late.

12 MR. KESSLER: Karen, I want to talk about
13 the barrier weight.

14 MS. JENNI: Yes.

15 MR. KESSLER: One of the things Chris
16 talked about in his presentation and was also in
17 Jeff's was the parts of part 63 that basically say you
18 know it's not so much on the relative safety which was
19 the point that Chris was making as much as it may be
20 does everything perform the way you'd expect? And if
21 it was the latter that was all that one wanted to
22 design a performance confirmation for, why wouldn't
23 all the weights be one, all the same?

24 This gets right to Chris' point which is
25 you chose to weight them based on what you considered

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1 safety based on your performance assessments. And I'm
2 just wondering whether you had any feedback from NRC
3 so far on those relative weightings. I know this also
4 came up in the recent technical exchange on a
5 risk-based prioritization and all of that and well,
6 the response back from NRC, I interpret subjectively
7 is is that barriers are a little more important than
8 we'd like barriers to be, individual barriers to be a
9 little bit more important. Beyond that, I'm not sure
10 I understand what NRC said, but all I'm saying is that
11 to me, the relative weights could be an area that
12 maybe require discussion with NRC to get to the
13 really, the fundamental basis of what they believe,
14 the relative importance of safety versus testing every
15 single barrier is.

16 MS. JENNI: The barrier weights, as you
17 saw, tie pretty closely to system performance which
18 would slant, if you will, a program based just on the
19 Phase 1 numerical results, heavily towards those
20 barriers that are most important to performance.

21 There are other aspects to the regulation,
22 for example, specifically required to test the
23 performance of all the barriers. Those factors then
24 roll in in Phase 2. And the real, however most
25 tangible impact of the barrier weights is that it

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1 affects to a great deal the scope of the activities
2 addressing each of the barriers. There are activities
3 that address the performance of each of the barriers.
4 But the scope of those activities is significantly
5 greater for important barriers and for less important
6 barriers.

7 Should we go to the next slide, please?

8 (Slide change.)

9 MS. JENNI: One more.

10 (Slide change.)

11 MS. JENNI: Now I'm going to talk about
12 Phase 2. Page down.

13 (Slide change.)

14 MS. JENNI: Phase 2 is where we took the
15 results of Phase 1, which were 287 activities, the
16 technical judgments, the measurement value judgements,
17 summarized in a utility score and operating costs.
18 And in Phase 2 we used those results to create a set
19 of candidate portfolios. What are some of the ways
20 that we can combine these activities into a
21 comprehensive performance confirmation portfolio. And
22 then we evaluated each of those portfolios. Next
23 slide.

24 (Slide change.)

25 MS. JENNI: I talked about this briefly

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1 early on. But why did we go to this extra step?
2 You've got 287 activities, we have them evaluated in
3 terms of utility and in terms of cost. Why don't you
4 just rank them and fund either all the ones that are
5 highly beneficial, all the ones that have a high
6 benefit to cost ratio? That's not necessarily the
7 result in the best portfolio. We recognized that
8 early on.

9 There are some regulatory requirements
10 that aren't captured by the technical judgements and
11 management judgements. And there are some that
12 aren't, some requirements that aren't related to the
13 value of the specific activities included. For
14 example, someone asked a question about it during
15 Jeff's talk, that there's a requirement that multiple
16 methods be used. That doesn't relate to the specific
17 activities that are included, but it relates to the
18 full set. So you can't present us a performance
19 confirmation plan that has only lab activities. It
20 has to have multiple methods. So that is what we
21 would call a portfolio level criteria. You can't
22 capture it just by ranking activities and funding
23 until you get to, funding down until you get to where
24 the benefit is marginal.

25 Another factor is a cost factor. There

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1 are some costs that can't be assigned to individual
2 activities because they support a whole bunch of
3 activities. For example, an observation drift or a
4 remotely operated vehicle. But portfolios can be
5 evaluated for these criteria. Next slide, please.

6 (Slide change.)

7 MS. JENNI: I also mentioned earlier that
8 if there are 287 activities, you can imagine a real
9 large number of possible portfolios. We couldn't
10 evaluate every possible portfolio. But we could
11 create kind of a candidate set of portfolios designed
12 around different philosophies. The first obviously
13 most important thing is that any portfolio considered
14 needed to address the performance requirements of the
15 regulation.

16 Beyond that, there are some reasons why
17 you might want to include other activities. You may
18 have a minimal set, a maximal set, and in fact on the
19 next slide we'll see that that's how we started.

20 We said, well what is kind of the bounding
21 set of what we would consider. The most comprehensive
22 portfolio included every activity that was proposed by
23 a technical expert and evaluated as having benefit.
24 We ignored costs and we included everything, all 287
25 activities. We said that's it -- that's the most you

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1 would consider doing. And then on the other end we
2 said well, what's the least that we would consider a
3 viable or potential performance confirmation plan?
4 And here we defined it around a minimum cost
5 threshold. We looked at the least said cost of
6 activities that addresses the Subpart F of the
7 regulation.

8 In this case, the degree of activity is
9 quite small. Because the focus was minimum cost.
10 These two were just to span the space. This is sort
11 of the range of what you would consider. And then we
12 developed portfolios that are bigger than the smallest
13 one and smaller than the biggest one. Next slide.

14 (Slide change.)

15 MS. JENNI: We developed these around
16 different philosophies. One of the philosophies was
17 well, let's design the performance confirmation around
18 a cost effectiveness argument. To do this we ranked
19 all of the activities that were evaluated in terms of
20 utility to cost. We plotted them on a plot like that,
21 and we just picked three points near where the
22 marginal cost benefit starts to fall off.

23 These are examples of portfolios that you
24 would develop using a benefit cost threshold or a cost
25 effectiveness threshold. Those three portfolios were

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1 defined, and in two of those we ended up evaluating in
2 some detail later on. Next slide.

3 (Slide change.)

4 MS. JENNI: This is a completely different
5 perspective or philosophy on how to develop a
6 portfolio. Here we kind of ignored, put aside for the
7 moment the utility calculation results and focused on
8 something that Chris mentioned early on about the
9 meaning of the word confirmation. We kind of focused
10 this on disconfirmation. We said let's think about
11 this in terms of hypothesis testing. What activities
12 could we do that would disprove specific hypotheses
13 about how the barriers work and how the total system
14 works?

15 We defined a set of performance hypotheses
16 at the barrier level and the system level. Then we
17 flagged every activity as either directly testing one
18 of those hypotheses, indirectly testing, or not
19 related to one of the hypotheses.

20 Then we developed two portfolios. We took
21 one that is just a direct test of the hypothesis and
22 then we created another portfolio that were both
23 direct and indirect tests of the hypotheses, and we
24 evaluated both of those in some detail. Next slide.

25 (Slide change.)

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1 MS. JENNI: Then there was a set of kind
2 of three portfolios defined around nonvalue related
3 concepts, I call them. There was one defined around
4 making maximum use of a thermally accelerated drift.
5 If we're going to have a thermally accelerated drift,
6 let's do as much with it as we can. That was this
7 philosophy.

8 Another one of these philosophies had to
9 do with let's maximize use of testing off footprint.
10 Keep workers' risks as low as possible, minimize any
11 possibility of interference with activities in the
12 repository. And a final one was to maximize the use
13 of existing data. So take everything we've got and
14 use as much as that as possible.

15 These were all interesting portfolios to
16 develop. When we looked at them as a whole, they
17 didn't provide any significant benefit over the other
18 general philosophies. They were kind of things to
19 have in our back pocket, so if management asked hey
20 what about more off footprint activities, we could
21 pull those in and say well, here's the list of what
22 they are. Here is what that portfolio would look
23 like. Next slide, please.

24 (Slide change.)

25 MS. JENNI: We took those activities,

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1 those portfolios, excuse me, candidate portfolios and
2 evaluated them in terms of things that were easy to
3 count first; how many activities are in each
4 portfolio, what is the total utility of all the
5 activities that are in that portfolio, what are the
6 costs?

7 We also mapped each activity to all of the
8 requirements of said Part F of the regulation. And we
9 did an analysis, a purely subjective assessment of how
10 well each portfolio met each of those requirements.
11 I'm going to show you the examples. Page down.

12 (Slide change.)

13 MS. JENNI: This is the code that will
14 help you interpret the remaining graphs. There were
15 six portfolios that we evaluated in detail. The
16 spanning portfolios, the minimum cost, and the all-
17 inclusive, two of the cost effective portfolios, and
18 both of the hypothesis testing portfolios. Page down.

19 (Slide change.)

20 MS. JENNI: This was the first comparison.
21 Again, just the things that were real easy to do.
22 Counted up the number of activities in each portfolio
23 and then added up the utility of all the activities in
24 each portfolio. These are both pretty crude measures
25 of the overall benefit of a portfolio, but there were

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1 things that were obvious to ask and obvious to do.

2 So this compares the portfolios and again
3 this is the minimum cost, this is the one that
4 includes everything. These two were defined around
5 cost effectiveness thresholds, and these two were
6 defined based on the hypothesis testing philosophy.

7 This slide I hesitated to include because
8 I thought it would be phenomenonly difficult to
9 explain, but I'm going to give it a shot anyway. On
10 the right are all the paragraphs of Subpart F of 10
11 CFR 63. All the specific requirements in the
12 regulation. Across the bottom are the six portfolios,
13 and on this side is a purely subjective scale on how
14 robustly each portfolio meets that specific criteria.

15 These judgements were provided by a small
16 team of individuals who were involved in analysis from
17 day one all the way through the end. They looked at
18 this cross-walk that we developed between activities
19 and the regulation and looked at how many activities
20 addressed each paragraph and what those specific
21 activities were and just gave their best judgement
22 from does it address it adequately to addresses it
23 very robustly for each paragraph. Which one do you
24 think wins?

25 (Laughter.)

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1 MEMBER RYAN: The right. I'm guessing
2 because of the higher number, the higher robust
3 weight.

4 MS. JENNI: Well, that would be the one
5 that is most robust. Let's go to the next slide.

6 (Slide change.)

7 MS. JENNI: There is, of course, a
8 downside to Portfolio K. That includes everything.
9 The whole kitchen sink. This plot has normalized
10 cost, this is the most expensive portfolio, least
11 costly, and this is in this case the average of all
12 those robustness scores. Again, a pretty crude
13 measure. That would say every aspect of the
14 regulation is equally weighted. But just a general
15 overall assessment of how as how costs go up, the
16 average robustness score goes up. The pink one is the
17 robustness score and the blue one is the overall
18 utility again, the sum of the utilities of all the
19 included activities.

20 Those were, that I just showed you, were
21 the three graphs and all the bases for them that were
22 presented to Senior Management as here's the
23 information that is available to you from this
24 analysis plus anything else you ask us for, for
25 selecting a performance calculation program.

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1 MEMBER RYAN: I'm sorry. I wouldn't
2 ascribe much meaning to any of those breaks in the
3 curve. It goes from low to high and is that a fair
4 assessment?

5 You know, if you look, back up two slides.
6 I still see a downward trend. The fact that it is
7 175, 137, and 176 on the number, and then it looks to
8 be some kind of a gross correspondence perhaps with
9 the utility. It just is going from high to low.
10 You're showing individual points in those graphs, but
11 there are probably pretty big error bars on them, I
12 would guess is my point. How do I read that?

13 MS. JENNI: You might say, for example,
14 all three of those are about the same?

15 MEMBER RYAN: I'd say if you look at K
16 going down to A, there's a general trend downward and
17 that is about it.

18 Can you read more into it than I can?

19 MEMBER HORNBERGER: I don't think you can
20 see a trend, can you? I could just flip F and E.
21 There's no rational decision as to where those are.

22 MEMBER RYAN: Yeah, I'll accept that. I'm
23 just saying we've got an analytical graph here and
24 we're just talking about a quantitative assessment.
25 I'm just trying to understand how I link those two.

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1 MS. JENNI: There's one thing in here that
2 is indisputably quantitative which is the number of
3 activities in each work folder.

4 MEMBER RYAN: Right. Okay.

5 MS. JENNI: This is normalized, the sum of
6 the utilities in each program. So it gets back to
7 your same question about is there a difference between
8 a 1 and a 10? Is there a difference between a 1 and
9 a 500?

10 MEMBER RYAN: Yes.

11 MS. JENNI: Yes, there is a difference.
12 This difference is probably negligible. This
13 difference, again, if we looked at the absolute
14 scores, this would a pretty significant difference.
15 Least utility, highest utility. These are probably in
16 the noise, that might even be in the noise. But that
17 difference is --

18 MEMBER RYAN: And I don't disagree with
19 what you said. It would be interesting to try and
20 figure out a way to graphically display that.

21 MEMBER LEVENSON: If you plotted those
22 instead of an A, B, C, if you plot them by the number
23 and you don't get the breaks, they all disappear. If
24 you rearrange these points, they go 25, 101, 137, 175,
25 176, 281, you have a nice smooth curve.

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1 MEMBER RYAN: What you got is three
2 analytical guys struggling to understand qualitative
3 assessment. So it is not critical, it is just we're
4 reaching to understand.

5 MS. JENNI: Well, it was pointed out to me
6 after the fact that these should be bar charts because
7 they are just numbers. They're just numbers that
8 summarize what is in Portfolio A. Twenty-five
9 activities with a normalized utility of 14.

10 MEMBER RYAN: That's a big step forward in
11 helping me.

12 MS. JENNI: What is in here? Two hundred
13 eighty-one activities with a normalized utility of
14 100. So if you think of this as a bar chart rather
15 than trying to reflect the trend, perhaps that helps.

16 MEMBER RYAN: That's a nice friendly
17 amendment to how that is presented.

18 Chris, you had a question.

19 MR. WHIPPLE: Yes, I do. Karen, I took
20 your comment a few slides ago about what was the basis
21 for portfolios to say that there is a requirement that
22 each barrier be looked at in performance confirmation.
23 So I took that to mean that the most important
24 contribution from each barrier was at a minimum in
25 each portfolio. And my concern with that is that it

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1 seems to me that the intellectual shift from part 60
2 to part 63 was to get away from trying to define a
3 large number of subsystem requirements and to get to
4 an overall performance base, kind of a more freestyle
5 standard.

6 And I think that the literal reading of
7 some of these requirements, it appears you're
8 interpreting much more strongly than Jeff did when he
9 presented them this morning. For example, I noticed
10 you got a line running across here where you were all
11 able to interpret what was amended about seals. But
12 when Milt asked about seals, answer was we don't know,
13 we're waiting for DOE to tell us. And my concern is
14 you're reinventing subsystem requirements by this
15 rather strong interpretation of what is meant by the
16 standard. And that concern is amplified by the fact
17 that two case studies you used to illustrate, you
18 could have left out dose and impact on conceptual
19 models from the value of information half of the
20 formulation and it wouldn't have changed a thing.

21 Those were both the trivial numbers
22 compared to relative weight towards the one barrier
23 assessment. And my hunch is that for most of these
24 things it is the barrier contribution more than the
25 dose or conceptual model that drives the overall

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1 utility when you're done. And I guess that puts you
2 firmly in the realm of subdividing across all the
3 barriers and then putting yourself in a relative
4 rather than an absolute sense with respect to
5 compliance with the safety standards.

6 I'm not sure that's where you would
7 necessarily want to be.

8 MS. JENNI: I think you're correct that
9 the barrier weight is a strong driver in this overall
10 utility number, and that if we created a portfolio
11 that was just a benefit ranking and funded until we
12 got down to some activity that everyone agreed the
13 benefit was negligibly small, we'd end up very heavily
14 weighted towards activities addressing those barriers
15 most important to performance.

16 You're also correct in saying that we
17 interpreted the regulation to require testing of every
18 barrier. So there are activities in the program that
19 Jim will go over that address each of the barriers.
20 It turns out that the scope of activities addressing
21 the less important barriers is quite small compared to
22 the scope of activities addressing the more important
23 barriers.

24 MR. WHIPPLE: Does that imply then that it
25 is hard to pick which one of those portfolios does the

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1 best job of performance confirmation with regard to
2 say meeting dose requirements, those kinds of things?

3 MS. JENNI: It is hard from looking at
4 this graph, but you can go back and prioritize based
5 only on -- you could go back and prioritize based on
6 any one of the criteria. You could go back and say
7 all I care about is system performance.

8 MR. WHIPPLE: Are you going to go through
9 that process as you go from 1.2 to 3 or --

10 MS. JENNI: I don't believe that activity
11 is planned.

12 MR. WHIPPLE: Okay.

13 MS. JENNI: Let me go on and put the final
14 piece of the puzzle together. Page down.

15 (Slide change.)

16 MS. JENNI: We'll go back to our two
17 activities from Phase 1. Just a reminder of what they
18 are and I just want to show you which portfolios they
19 ended up in. This one, vibrate testing, ended up in
20 a lot of portfolios, not in the minimum cost one, but
21 in all of the ones based on cost effectiveness, one of
22 the hypothesis testing ones and of course they're both
23 in the all inclusive one. This one, as you recall,
24 had a pretty low utility. It ended up in one of the
25 cost effectiveness portfolios. That with the lowest

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1 threshold for making the cut.

2 It didn't end up, it did not either
3 directly or indirectly address the hypothesis about
4 invert performance. So it wasn't in those. We'll
5 come back to this one more time and see how this
6 played a role in Phase 3, which is the next slide.
7 One more.

8 (Slide change.)

9 MS. JENNI: Phase 3 was the management
10 exercise where they took the input from this decision
11 aid, Phase 1 and Phase 2 results and created a final
12 portfolio. What they did was use one of the
13 portfolios from Phase 2 as a starting basis, make some
14 modifications to that, re-evaluate, look at the that
15 portfolio as a whole, make some modifications to that.
16 We'll talk a little bit about what those are and then,
17 of course, documented the program. Next slide.

18 (Slide change.)

19 MS. JENNI: This was the portfolio that
20 was selected as the starting basis, something designed
21 around cost effectiveness but with some very specific
22 changes. So the BSC manager said start here, but
23 there's some things we really liked about the other
24 portfolios. Go back and look at places where you
25 judge that portfolio to be weak with respect to some

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1 of the regulations and add some activities drawing
2 from the hypothesis testing portfolios. And then map
3 all of those activities back to the regulation and
4 bring it back to me as the starting basis.

5 So the answer was none of this exact six
6 that were presented, but it was kind of a combination
7 of portfolio C, bringing in activities from some of
8 the other philosophies.

9 And it really ended up, I would say, being
10 driven by that kind of a discussion. We liked the
11 idea of doing this cost effectively, when we look at
12 those comparisons, that seems like a pretty robust
13 portfolio, but it is missing some aspects. And you've
14 captured those and some of the other concepts so good,
15 pull those in. So that was the starting basis. Next
16 slide.

17 (Slide change.)

18 MS. JENNI: Then the process was really
19 based on management judgement. They took that
20 portfolio that had something like 99 activities, they
21 looked at it. They looked at the regulatory
22 comparison, the regulatory crosswalk, and they talked
23 through the manager projects and advisors, talked
24 through each of those activities and made a few more
25 changes. Quite a number of activities were removed

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1 because they were either being done elsewhere or they
2 were judged to be more appropriate to other parts of
3 the program. So they said these are good ideas, they
4 shouldn't be performance confirmation, they should be
5 done by the scientific testing and evaluation program
6 or they should be done by the engineering program.

7 Or in a couple cases, they should be
8 referred to the science and technology program. Going
9 to interesting sciences was one of Wendell's comments
10 early. But they're not really performance
11 confirmation.

12 Worth doing, not worth doing in this
13 program. So a number of activities were referred to
14 other programs. Some were combined where it just made
15 more sense. These were evaluated as two activities
16 but really they should be done together. Some were
17 retained, but modified in scope, either increased or
18 decreased, and two new activities were added. In your
19 backup, you have a description of the activities that
20 were deleted, modified, and added. I didn't want to
21 go through those in detail. You might want to come
22 back to that after Jim's talk where he talks through
23 what is actually in the program. One more slide.

24 (Slide change.)

25 MS. JENNI: This is the end of the two

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1 activities. We started with Portfolio C, so this
2 activity was in the initial basis. This activity was
3 not in, it was in neither of the hypothesis testing.
4 So it wouldn't come in initially. We talked about
5 each activity, said that if you added this activity it
6 would increase the robustness of the program with
7 respect to one of the requirements. But that was
8 already judged to be robust to that requirement.
9 There was another activity that addressed the
10 performance of the invert. And the judgement was that
11 that was sufficiently robust.

12 In the management discussions, the scope
13 of this activity was increased, expanded to include
14 both transport testing as well as load testing. So
15 that's where those two activities ended up. And I
16 think that was my last slide.

17 MEMBER RYAN: You didn't do too bad. We
18 only ate up 15 minutes of questions asking questions.
19 John?

20 CHAIRMAN GARRICK: I just wanted to
21 clarify one point on this, the point that was raised
22 about part 60 and part 63 and the difference being the
23 elimination of subsystem requirements. I think it is
24 very important that we realize that what we're talking
25 about there is a requirement. Not that we shouldn't

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1 know what the individual barrier's performance
2 capability is. I wasn't sure that was really clear,
3 because this Committee has pushed very hard that the
4 capability exists in the performance assessment to
5 evaluate the contribution of individual barriers.

6 What we did not support in Part 60 was
7 that there should be specifications on what each of
8 those barriers should do. Just wanted to clarify
9 that.

10 MEMBER LEVENSON: Yes. As a large staff,
11 NRC has -- it's basically responsible for compliance.
12 This Committee tends to focus on the technical aspects
13 rather than the compliance. Fairly important part in
14 trying to evaluate the overall picture is everything
15 that is being done.

16 Is there anywhere single place where the
17 testing other than what you're calling confirmation
18 testing can be located so one can find out everything
19 that's being done that contributes to the safety of
20 the facility as opposed to just contributing through
21 compliance?

22 MS. JENNI: I'm going to refer that
23 question if I can back to either Debbie or Jim. You
24 heard the question?

25 MS. BARR: Debbie Barr, DOE. I think what

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1 you're asking is when I showed that one chart that had
2 all of the other testing programs and things like
3 that, you're asking for maybe some definition of what
4 is in them? Is that --

5 MEMBER LEVENSON: In putting together the
6 selection here, it was pointed out that some of the
7 tests were agreed were important, but they were
8 defined as something other than confirmation, so
9 they're going to be done somewhere else.

10 The question is is there a single place
11 where one can find out from a customer safety
12 standpoint, I don't care what you call it. The
13 question is what is being done.

14 MS. BARR: Right. I understand what your
15 question is. Unfortunately, we're not really able to
16 answer the details of other programs here at this
17 time. We work with the performance confirmation
18 program and there are better qualified individuals who
19 can really address those other questions.

20 MEMBER LEVENSON: I really didn't want an
21 answer right now. My question is does such a source
22 exist?

23 MS. BARR: Yes, and it is being developed
24 even further.

25 MEMBER RYAN: Questions from the Panel?

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1 Bob?

2 MR. BERNERO: Karen, I'm not sure I'm
3 understanding the structure. You had a slide, six
4 portfolios were evaluated in detail, the one with the
5 code. And as I understand it, portfolio C and E were
6 developed on the basis of cost effectiveness. That is
7 an underpinning of the evaluation.

8 MS. JENNI: That's correct.

9 MR. BERNERO: Then when I look at those
10 two slides of curves or whatever you want to call
11 them, slide 33 and slide 35. It appears to me that
12 those, one is a plot of number of activities and
13 utility as a function of portfolio, and the other is
14 robustness and cost. It seems to me that is just
15 feeding back cost effectiveness. And I'm not
16 surprised that there's an apparent plateau in those
17 that includes portfolios C and E. But it also
18 includes portfolio F, hypothesis testing. And I don't
19 really understand how that portfolio was evaluated,
20 because one of the things I was looking for is in the
21 total system performance assessment, or in the
22 individual barrier assessments, there is an idealized
23 model of a closed repository. You know, it is there.
24 Everything is in place.

25 And my question is where can one find

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1 testing the effectiveness of construction. Did it
2 come out with the drip shields in place properly, not
3 spaced with too large a gap or with gaps right over
4 containers or whatever? I'm groping for how this
5 hypothesis testing, it is really two portfolios, F and
6 G. How is that developed and evaluated? I just don't
7 understand it.

8 MS. JENNI: Your first point is exactly
9 right. Activity C and E were defined around cost
10 effectiveness. The two graphs you referred to are the
11 cost effectiveness framework, so you're seeing exactly
12 what you'd expect to see in those two portfolios.

13 Portfolios F and G were constructed from
14 a list of activities and a list of hypotheses and then
15 a tie. Does this test the hypothesis directly or
16 indirectly? It is then evaluated using the same
17 metrics, which really puts them in kind of a cost
18 effectiveness framework.

19 So they were constructed around the
20 hypothesis testing philosophy and evaluated in a cost
21 effectiveness framework. So they were evaluated in
22 terms of what's the utility of the activities that are
23 included going back to the activity evaluations,
24 although they weren't constructed from those
25 evaluations.

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1 Now where you find specific activities, I
2 think you'll get to some of that in Jim's talk this
3 afternoon. Where is this activity? Is it in the
4 program or not? Jim is going to walk through those
5 activities.

6 MEMBER RYAN: Ruth?

7 DR. WEINER: Karen, what would have
8 happened if you had used eight different managers for
9 your manager value judgement? Do you have any idea?

10 MS. JENNI: I think if we used eight
11 different managers who were familiar with the
12 performance assessment models and the sensitivity
13 analyses, I think we would have gotten pretty similar
14 results because of the process which is everybody
15 looked at the same set of information and everybody
16 discussed, they kind of did an initial first pass.
17 This is what I would do if I were assigning the
18 weights. Put them all up on the board and let's talk
19 about where we differ.

20 The process is designed to get some
21 consensus among the managers about what is important.

22 DR. WEINER: So what you're really using
23 as managerial values is collective DOE managerial
24 thoughts. Is that a fair statement?

25 MS. JENNI: The managers that we used were

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1 BSC, not DOE. So DOE was invited to participate.
2 They preferred to review the results of the program
3 than to provide the rating inputs that I would say
4 were using the consensus value judgements of the
5 performance assessment managers at BSC.

6 MEMBER RYAN: Yes.

7 MR. WEART: We did a similar kind of
8 exercise, but for a different purpose on WIPP, which
9 you may have heard of system prioritization. And
10 there the thrust was to reduce the number of programs
11 to just those necessary to give us a high confidence
12 of obtaining the permit from PPA. And the rest of the
13 programs weren't thrust off into some other activity,
14 but were eliminated.

15 Would it be your expectation that as a
16 result of this exercise, there will be programs
17 eliminated from the overall project?

18 MS. JENNI: For this exercise, I don't
19 believe that it would reflect programs that are
20 on-going. There is that list of the 287 activities
21 that were proposed. What this has done is select
22 those that will go forward, and the others, well, some
23 you saw in Phase 3 were referred to other programs and
24 some would not go forward. So it is a little
25 different than eliminating something that is ongoing

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1 but it is used to narrow down the scope of what will
2 be done.

3 MR. WEART: Thank you.

4 MEMBER RYAN: Jeff, you had a question?

5 MR. POHLE: I just had a point of
6 clarification from a statement during a presentation.
7 I'll make sure it is not misinterpreted when you were
8 discussing it, a specific requirement for laboratory
9 tests on waste package. Some of your wordings sounded
10 like there was a generic requirement in Subpart F,
11 were multiple data acquisition methods for all
12 parameters or activities. And that is not quite
13 correct.

14 MS. JENNI: That is not what I meant to
15 imply. I'm sorry if I did. I did mean to imply that
16 you wouldn't want, not only for the regulation but
17 because it makes sense, you wouldn't want a
18 performance confirmation plan that existed of only one
19 type of activity. So, and we didn't interpret it to
20 imply multiple methods for a single parameter were
21 necessary. But overall, the program should include
22 things that are lab testing and some that are field
23 testing.

24 MEMBER RYAN: John, first you and then
25 Richard.

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1 MR. KESSLER: I'd like to follow up on
2 Wendell's question. You have portfolio A defined as
3 a minimum portfolio. I presume then that minimum
4 means that it was BSC's estimation that that did meet
5 the part 63 requirements for performance confirmation,
6 yes?

7 MS. JENNI: Yes, with minimal scope.

8 MR. KESSLER: Okay, so everything that
9 goes beyond Portfolio A could be considered extra
10 stuff.

11 MS. JENNI: Yes. And what we did when we
12 developed the minimum program was to focus on minimum
13 cost. Another guy talked early on about why you might
14 not want a minimum cost portfolio. It is the minimum
15 cost portfolio that meets the letter of the
16 requirement.

17 MR. KESSLER: That seems like a good use
18 of taxpayer money then to stick with Portfolio A. So
19 again, if the other portfolios one can almost -- what
20 I'm concerned about is DOE is doing NRC's thinking for
21 them. DOE is saying well, NRC is going to ask us for
22 this, that or the other thing, so we better put it in
23 there. If DOE feels that Portfolio A meets the
24 requirements, and it is an effective use of the money,
25 then I guess I'm just saying philosophically, why go

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1 beyond portfolio A. Maybe I'm misinterpreting what I
2 heard Wendell say, but it sounds like sort of the same
3 thing.

4 MEMBER RYAN: Richard.

5 MR. PARIZEK: Richard Parizek. In a
6 discussion of a value judgement method, you don't give
7 any references to this and I guess it would be helpful
8 to dig into this, the reference so we would know
9 where to go. Or maybe it is so commonplace and I just
10 missed it.

11 MS. JENNI: Oh, I can provide you a
12 reference.

13 MR. PARIZEK: And then how does this
14 differ from say maybe, I mean you get the judgements
15 in the individuals it is going through expert
16 elicitation process, which is quite formal. NRC has
17 a very specific listing of how you do this. Is it
18 this formal, the process you went through that would
19 be similar to the expert elicitation process. Say,
20 what geomatrix for instance would have subjected these
21 groups through or individuals through?

22 MS. JENNI: This is quite a bit different
23 from a formal expert elicitation. It has some of the
24 same tools, some of the same facilitated discussion
25 aspects. But other than that, it is not the type of

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1 rigor that you see in a formal expert elicitation.

2 MR. PARIZEK: So there might be a little
3 bit more room for bias as a result based on people's
4 own individual areas of interest, or if you have more
5 say ground water modelers than you might have had
6 biosphere people with a weight, maybe ground water
7 issues more so than biosphere issues, just some
8 evenness of people involved?

9 MS. JENNI: I think what you would have
10 gotten in that circumstance is a lot more activities
11 proposed in the area where you had higher
12 representation. But probably not significantly
13 different number of activities accepted, if they're
14 evaluated appropriately following the process with the
15 consistency checks and so forth.

16 MR. PARIZEK: I think you indicated that
17 they used the TSPA results, one-on analyses, one-off
18 analyses. They had a benefit of all of those sorts of
19 analyses, then you could make judgements on a basis of
20 that.

21 MS. JENNI: Exactly.

22 MR. PARIZEK: Given that, I guess it helps
23 narrow down those issues which are important, or more
24 important, right? Compared to what it might have been
25 like when you had the KPI list originally and tried to

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1 guess at which ones would drive performance. This is
2 a much more advanced analysis stage that you're at.

3 MS. JENNI: Yes, and the need is you're
4 right, very much driven by the PA results in terms of
5 that informs the experts' input.

6 MR. PARIZEK: Now to the extent that the
7 TSPA process still has uncertainties in different
8 model areas and data or modeling and so on, you still
9 then could be misled as to things that drop out that
10 when does imply that disappear from the face of the
11 earth, just because it got a low score. But maybe it
12 deserves elevation because you don't understand the
13 process that well, and it may really be important. So
14 if you're going to throw it in the waste basket, you
15 have to be very careful not to throw away important
16 items here.

17 MEMBER RYAN: Steve?

18 MR. FRISHMAN: I'm curious about what
19 makes up sort of the base case for this whole
20 exercise. And the reason, and how sensitive this
21 result is to, you know, where everybody started. And
22 the reason I am is because I see a curiosity in the
23 backup material, with the two added items. And that
24 they were added I guess just sort of out of the blue
25 relative to the process that brought all the rest of

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1 them forward.

2 And the reason that I'm curious about them
3 is because they're both sort of a reflection of some
4 of the latest thinking and concern about the
5 repository from a design and analysis standpoint,
6 where the latest change in underground design is the
7 lower lithoposal becomes very important because it
8 represents about 80 percent of the emplacement area.

9 And if you look at the geodetic
10 monitoring, that becomes more and more important as
11 the importance of potential vulcanism rises in the
12 view of the program. If this were to all start over
13 again today given the current evolution of the TSPA
14 and the current evolution of design thinking, would
15 this turn out to be different again? It looks to me
16 like just from these two examples and they're
17 important enough to where I don't think, I don't think
18 it is just skewing my own thinking. I think there's
19 something there.

20 Where do you draw a line and say
21 everything all fits together, because the license
22 application is where everything by definition had
23 better all fit together.

24 MS. JENNI: I think I can address part of
25 that question. Where we started, and you're right,

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1 it's an important point. It ties to Dr. Parizek's
2 question. If we didn't have anybody involved in the
3 process that knew anything about say, one of the
4 barriers, they wouldn't have proposed an activity.
5 You could have ended up with under representation,
6 because if you don't ask, nobody proposed an activity.
7 Obviously, it didn't get evaluated.

8 So the best that we can do is go to the
9 modeling experts in each of the barrier areas, each of
10 the barriers or modeling areas, and ask them to
11 propose performance confirmation activities, given a
12 set of objectives. If they didn't propose it, it
13 didn't get evaluated. We went to the people who knew
14 the most about those areas to get the most
15 comprehensive list that we could to begin with.

16 Now, I'm going to ask for help to address
17 your second question, because I think you're asking
18 when does this stop? Will we add more activities
19 prior to the LA? I think the answer to that question
20 is we may make changes in Revision 3.

21 If new things come to light that we
22 weren't aware of, that no one was aware of when we
23 developed this plan, it is not written in stone. Look
24 for help back there and make sure I didn't speak out
25 of turn. I'm getting nods.

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1 MEMBER RYAN: I was just going to make the
2 comment, I think I heard Jeff say this morning that he
3 felt, correct me if I'm wrong, Jeff, but that this
4 could evolve as well over time. If new things were
5 identified, there was the flexibility aspect of it
6 that he talked about. I guess that seems to be an
7 aspect that addresses your question. There's nothing
8 preventing you from adding things to the performance
9 confirmation program or frankly taking them away as
10 time goes on.

11 MR. FRISHMAN: Well, I think the place
12 where something showed up in your answer. You went to
13 the people that knew the most. Well, I'm suspecting
14 that the way this thing is evolving, is not
15 necessarily the people who know the most that
16 influence this. It is the people that know the
17 latest. And I'm not sure that tells you what a
18 performance confirmation program ought to be. Because
19 the latest is only the latest. Tomorrow, it can be
20 something new again.

21 So I guess my point is, before you can
22 define a program through a process like this, you
23 better at least know where the basic perimeters are,
24 and everybody ought to be using the same basic
25 parameters to say what is most important and what is

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1 not most important. And the reason that I picked on
2 these two additions is because they are of very late
3 importance. And it isn't that somebody knew the most
4 and said we have to add that in. It is just they knew
5 the latest thinking.

6 MEMBER RYAN: Any other questions? We had
7 a question over there on the side.

8 MS. JENNI: I think Debbie has a comment.

9 MEMBER RYAN: I'm sorry.

10 MS. BARR: If I could make a comment here.
11 In relationship to your comments here, you're
12 absolutely right. As our understanding of the system
13 changes, it would change what our program would look
14 like. However, the time frame of the development of
15 this program is such that the latest information that
16 is available for license application, has pretty much
17 been developed at the point that these people have
18 their input. And so they were working from the things
19 that are supporting our license application.

20 Again, we view this as a growing and
21 living program and we look at any new information that
22 we gain between now and closure would, of course,
23 influence what the program would look like, and it
24 would potentially change the kinds of things we would
25 do.

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1 Just as we view the developments of the
2 work that will be done by the science and technology
3 group as something that we can learn from. If it
4 fundamentally changes our understanding of the way any
5 behavior or any particular barrier or the total system
6 responds, we would then need to make a change in our
7 program to address that. Some things we may find
8 ultimately don't make as much difference as we
9 originally thought. Other things may turn out to be
10 more important and we need to add things to the
11 program. So yes, we will be evolving over time. But
12 this is not already outdated as far as license
13 application is concerned.

14 MEMBER RYAN: Milt, you had a comment and
15 then we had a question on the side.

16 MEMBER LEVENSON: Yes. Ten or more items
17 have been removed from Portfolio C with a transfer to
18 the science and technology program. Does the science
19 and technology program have a budget that does this
20 fit with theirs? Or is this just a way of getting it
21 out of the system? How coordinated is this?

22 MS. JENNI: Well, Bob is here. But what
23 we did with those activities was not say the science
24 and technology program is going to fund them. That is
25 not within the purview of performance confirmation.

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1 But what we did was send those activities, recommend
2 them to the science and technology program to be
3 compared with the other activities that they're
4 funding. So this is something that might be useful.
5 It might be appropriate for science and technology.
6 Let's have them compare it with everything else that
7 they have on the table.

8 MEMBER LEVENSON: That's a different
9 definition. What you said before was that one of the
10 primary reason for removing many of these things was
11 that they would be done elsewhere. Now would be done
12 elsewhere is a little different than saying it is a
13 candidate for them to consider. So it must have also
14 included that these are relatively unimportant. Did
15 it matter if they didn't get funded?

16 MS. JENNI: There were some activities
17 that were being done elsewhere. But not very many of
18 those. Those were kind of weeded out early if we
19 identified hey, this is an activity that is already
20 being done in a different program. These activities
21 that were removed in Phase 3 from the portfolio were
22 deemed in the judgement of the managers to be more
23 appropriate for other programs and referred to those
24 program managers for consideration. So at this point
25 in time, I don't believe we know each of those

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1 activities were funded or not funded. But they will
2 be tracked.

3 MEMBER RYAN: We're at the end of our
4 time. I would like maybe to have one more question?

5 MS. GOSH: I had a couple of questions.

6 MEMBER RYAN: We're running very low on
7 time. Maybe we can take them after the break?

8 MR. WEART: I'll be very quick. If you
9 went back to your PA managers and ask them if they
10 were surprised by any of the activities that dropped
11 out or surprised by any of them that came to the top,
12 what kind of answer would you get?

13 MS. JENNI: I'd like to do that.

14 MR. WEART: You did that in WIPP, and it
15 was surprising that people that knew the most found
16 that there was very little difference in this process
17 from their professional judgement. However, the value
18 of the process was that it was documented, rigorous,
19 structured, and so you had something to support those
20 judgements. But there wasn't very much difference.
21 In fact, what a knowledgeable person would have done.

22 MEMBER RYAN: Let's go ahead with these
23 two questions please.

24 MS. GOSH: Yes, just really quickly. When
25 you listed your values of perfect information, you

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1 decomposed the repository weight by barrier and
2 parameters within each barrier. And I was wondering
3 how you accounted for synergistic effects among
4 parameters that go, that affect multiple barriers.

5 MS. JENNI: Parameters or activities that
6 were proposed that affected multiple barriers.

7 MS. GOSH: Right, which may not come
8 across in your one-off or one-on sensitivity analysis
9 we looked at.

10 MS. JENNI: I guess it is a two part
11 answer to that question. If it affected say, two
12 barriers, it was evaluated in terms of the sensitivity
13 of each of those barriers to the parameter. And the
14 value of perfect information number included the sum
15 of both. So that part was captured if it addressed
16 two barriers. If it addressed two barriers where it
17 was more sensitive together than the sum of the
18 pieces, that piece is not captured in that number
19 value. So the sum of the sensitivities of the two
20 barriers is captured. But if it is more than
21 additive, that piece would not be captured in here.
22 We did tag each activity with the barriers that it
23 affects. So activities that affect multiple barriers,
24 we carried that information along. And that became a
25 consideration in the Phase 2 and the Phase 3 piece,

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1 where if you can measure this, if you had a choice,
2 for example, between two parameters that would give
3 you information on the waste package.

4 And one of them also gives the information
5 on other barriers. That's something that would come
6 into play in terms of the Phase 2 and Phase 3 piece.

7 MS. GOSH: And just one last quick
8 question. I know this is an on-going program, but
9 have you considered issues that are of public concern
10 that maybe not pop up just in terms of a risk concern
11 in your formal decision framework?

12 MS. JENNI: You can probably tell from
13 looking at the list of criteria and the experts
14 involved that we did not include public concerns
15 specifically in the analytic piece. They may have
16 been taken into account at some level in the Phase 3
17 and Phase 2. But to come back to Chris' point, that
18 would be the manager's judgement about what was of
19 public concern.

20 MEMBER RYAN: Thank you. We are a little
21 bit behind time. Let's take our break and assemble
22 back at 3:10, please. We'll start promptly at 3:10.

23 (Whereupon, the foregoing matter went off
24 the record at 2:56 p.m. and went back on
25 the record at 3:12 p.m.)

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1 MR. RYAN: Thank you. Already at the
2 podium is James Blink who's going to give a
3 presentation on the elements of a performance
4 confirmation program, a presentation of DOE's selected
5 program and its components. Thank you, sir. Welcome.

6 MR. BLINK: Yes. I have five items that
7 I wrote down while the other speakers were speaking
8 that I needed to clarify or follow up that were either
9 referred to me or need a little more information.

10 The first one is Chris Whipple said that
11 Karen Jenni and I went and reinvented the PC program,
12 and that was done by a very large group of people.
13 Our core team was a half dozen to ten people, it
14 varied from time to time. We involved the DOE staff
15 in getting the overall criteria, the three criteria
16 that Karen talked about. We touched the technical
17 staff in every part of PA to get the technical
18 judgments and involved the eight senior and middle
19 managers in the performance assessment program.

20 MR. WHIPPLE: No, I was speaking of
21 intellectual leadership.

22 MR. BLINK: Okay. I appreciate it. I
23 just want to make sure that -- you know, this was a
24 group effort, and a lot of people contributed.

25 The second thing is the program that I'm

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1 going to show you here in a minute is missing one big
2 part that you may have caught on to from some of the
3 earlier questions, and that's design verification.
4 The Performance Confirmation Program begins with the
5 assumption that engineered system that's installed on
6 the Mountain is installed as designed. So we assume
7 that the waste packages will be made out of the right
8 material that meets the material specs, that it has
9 the right dimensions, that the heat treatments were
10 proper, that the invert was installed the way it was
11 designed, that the drifts were surveyed in when they
12 were constructed. All of that is part of design
13 verification. If it weren't, it would be part of
14 performance confirmation, but design verification is
15 an important part of the overall program, and a large
16 part of what I think Milt Levenson was asking for he
17 might find in that. In Debbie's chart, she called
18 that engineering test and evaluation.

19 There's another part of our program that
20 responds to the regulatory requirement of confidence
21 in the performance assessment models. Performance
22 confirmation activities tend to increase confidence,
23 but not all confidence building activities should be
24 considered performance confirmation. And some of
25 those activities, not very many, actually, were

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1 referred back to the process model departments within
2 PA to consider for their programs if they needed
3 additional confidence building between now and LA or
4 afterward as the level of required confidence
5 increases as we go through the stages. Those are
6 candidates for them that we've referred back to them.

7 But my next point is why didn't we pick
8 Portfolio A and go home? Portfolio A was the lowest
9 cost portfolio with the fewest activities, and we did
10 that -- we tried to make the broadest interpretation
11 of the regulatory requirements that we could when we
12 developed that. So there is some risk if we go that
13 soft. If we decided to go that way, we likely would
14 have a longer licensing process as we go back and
15 forth with the regulator. So we started off with C,
16 which was the second least costly portfolio, and then
17 we added to it until our Management believed that we
18 had a regulatorily robust program.

19 Last point is the two adders. One of the
20 adders really wasn't an adder of a totally new
21 activity. What it was is a change in timing. We had
22 couple thermal testing in the lower lithophysal unit
23 after placement of waste and accelerated drifts. And
24 what we added was an activity to do that earlier.
25 Now, we already have in the work that's ongoing

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1 testing in the middle non-lithophysal unit, and the
2 activity that we added was between the construction --
3 or between the license application and the amendment
4 for receiving in place to get additional information
5 on the lower lithophysal unit. We thought that we had
6 the capability to go and do that early, and we decided
7 to add that activity. But the objectives of that
8 activity are no different than the objectives of the
9 thermally accelerated drift.

10 The other one that we added was a bit of
11 ongoing work that's being done, funded by the project,
12 and for some reason we just didn't catch it as we went
13 through. So we nominated about 300 activities. That
14 was one that everybody just missed, and we caught it
15 in the review of the document. One of the reviewers
16 said, "What about this? This is ongoing work,
17 shouldn't it be in the program?" We carried that back
18 to Senior Management and decided, yes, it should be.
19 So that one was an oversight. It wasn't latest
20 information; it was work that we've been doing for a
21 number of years that we decided to continue. So with
22 that said, first slide.

23 MR. LEVENSON: I've got a quick question
24 before you start your presentation. Of the 26 items
25 that were removed from Portfolio C, were any of them

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1 in Portfolio A?

2 MR. BLINK: Karen, can you check that
3 while I speak, because I don't know the answer off the
4 top of my head? We'll come back to it at the end,
5 Milt.

6 Okay. The purpose of this presentation is
7 to describe the program that the BSC has proposed to
8 DOE and DOE is currently considering. Some changes
9 may occur during that acceptance process, and, as was
10 said by another speaker, this is a living program.
11 It's expected to evolve as we learn, so it's probably
12 going to evolve some between now and the license
13 application, and it's possible it could evolve as we
14 go further.

15 Mel Knapp asked me to go back and read the
16 NRC document that the secretarial position that talked
17 about the differences between the terms, "risk-based,"
18 "performance-based," "risk-informed." And I did that
19 and I tried to place in context with that the phases
20 in this decision analysis. Phase 1 of the decision
21 analysis relied heavily on performance assessment
22 results. We used the direct numbers, we gave those
23 direct numbers from the one-on and one-off
24 calculations to the technical experts in each one of
25 those groups so that they could be informed, not only

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1 by their knowledge of the process level, but how it
2 played out in the total system. We elicited the
3 management value judgments, and then we put it all
4 together a mathematical formula and got a number where
5 we could rank the candidate activities. We called
6 that risk-based in that it was directly based on
7 mathematical calculations of risk.

8 MR. RYAN: Let me stop you there and ask
9 because this is the part that I think folks get stuck
10 on. You're assigning a mathematical value to an
11 opinion or a qualitative assessment or a qualitative
12 judgment. That doesn't make it analytic. I mean it's
13 analytical in the sense that you've converted it to a
14 number system, but at its root it's still a value
15 judgment; is that right?

16 MR. BLINK: It was base on the numerical
17 calculations of risk for the total system and for the
18 total system as it's decomposed one piece at a time,
19 removed one piece at a time and also as it's built up
20 one piece at a time, the so-called one-off and one-on
21 analyses.

22 MR. RYAN: Oh, so it is the numerical
23 values --

24 MR. BLINK: Yes.

25 MR. RYAN: -- of calculated dose or

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1 whatever it is that drives it.

2 MR. BLINK: Right.

3 MR. RYAN: Okay. All right. I'm sorry.

4 MR. BLINK: So Karen's questions, a lot of
5 them were related to those results, and we made sure
6 that the technical experts not only had their
7 knowledge of how water flows through the unsaturated
8 zone but how that reflects on the dose.

9 Phase 1 was also performance-based because
10 the performance of the repository is the measure of
11 that risk, the probability weighted performance.
12 Phases 2 and 3 were risk-informed. They used that
13 risk-based result of Phase 1 and incorporated in it
14 management judgment, judgment of the synergies between
15 activities, both in cost space and in value space. So
16 we say that the resulting program is risk-informed and
17 performance-based. That's what we mean by that.
18 John?

19 MR. KESSLER: I'll try to keep it a real
20 quick clarification question. The second one, the
21 performance-based, you say it's considering
22 performance of the individual variables and the total
23 system, so I'm a little confused. Because I was
24 reading risk-based as total system risk-based and
25 performance-based as subsystem performance-based, but

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1 you're saying that's not quite right, that somehow
2 you're mixing up total system and individual barrier
3 performance in that second bullet?

4 MR. BLINK: It's risk-informed because we
5 took into account the subsystems as well as the total
6 system. But the -- so we're looking at the
7 performance --

8 MR. KESSLER: Even if some subsystems are
9 less important to overall risk than other subsystems.

10 MR. BLINK: And they receive less weight
11 because of that.

12 There were several ways we could put this
13 presentation together. Next slide, please. The way
14 that I show the content of the program to the people
15 in the project who would have to execute it is by
16 grouping the activities by the time and the location
17 that they're done. Activities that are done in
18 emplacement drifts that no human can go into,
19 activities that are done in emplacement drifts before
20 we load them, activities that are done in the
21 laboratory and so forth. Another way to do this --
22 and that was shown in Section 5 of the Performance
23 Confirmation Plan that's currently under DOE review.

24 Another way that one can do this is to
25 link the activities directly to the regulatory

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1 requirements, to each of the paragraphs in Subpart F
2 and to the paragraphs in the YMRP, and we've also
3 shown that in the Performance Confirmation Plan. That
4 presentation tends to have a lot of repetition because
5 many activities address multiple paragraphs in the
6 regulation.

7 A third way to do it, and it actually was
8 the way that we built the program, was to go through
9 it barrier by barrier. We actually did it process
10 model area by process model area but that has a
11 linkage to the barriers. And what I've chosen to do
12 in this one is to try to do it from the most important
13 aspects of the program to the least important. So
14 it's a risk-informed method. Next slide.

15 So the YMRP says that the PC program
16 should be risk-informed and focused on the parameters
17 and natural and engineered barriers important to waste
18 isolation. And we indeed focused the decision
19 analysis on that. So that's the way that we
20 structured this, and we'll go from highest to lowest.
21 Next slide.

22 This is a little bit of apples and
23 oranges, because we have scenario classes and we have
24 barriers, and then we have something that's in
25 between. First, we looked at the scenario classes.

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1 The igneous activity scenario class is the one that
2 dominates the risk from the repository. Most of the
3 probability weighted dose comes from that scenario
4 class. And so that's the one I'll discuss first.

5 The next highest scenario class for risk
6 is the seismic activity scenario class which was
7 screened out in the site recommendation but will very
8 likely be screened in the license application.
9 Biosphere-related activities are downstream of the
10 nine barriers important to waste isolation, and they
11 tend to play, although differently, in each of the
12 scenario classes, the two disruptive scenario classes
13 and the nominal scenario class.

14 Now, getting to the nominal scenario
15 class, I've grouped the barriers, or in some cases the
16 cross-cutting processes that cut across multiple
17 barriers, into groups and listed them in the sequence
18 of most important to least important. What's
19 interesting about this is the most important group of
20 barriers is engineered but so is the least important
21 group of barriers. There are natural barriers near
22 the top and natural barriers near the bottom. The
23 same with the engineered. It shows a little bit of
24 balance.

25 So now let me go ahead and walk through

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1 those bullets one at a time. The igneous activity
2 scenario class is the largest contributor to
3 probability weighted annual dose, and, consequently,
4 we've included in the Performance Confirmation Program
5 activities to confirm the assumptions, the data and
6 the analyses of those igneous events. Next slide.

7 I divided those activities into three
8 categories. The first one is the category having to
9 do with the probability of occurrence of the igneous
10 event. Activity 180a -- and these are activities in
11 Karen's decision analysis spreadsheet. We just kept
12 the same numbers so we wouldn't get lost. It had to
13 do with drilling the aeromagnetic anomalies that have
14 been mapped. That will improve the data set and allow
15 us to update our expert elicitation activity 181 to
16 incorporate the improved data set.

17 Consequence of the igneous events we have
18 several activities. The first one has to do with the
19 number of waste packages that are hit by magma, and
20 that will be calculations and also analog studies. A
21 group of activities has to do with the behavior of
22 contaminated ash. These activities have to do with
23 ash loading, resuspension, redistribution,
24 stabilization and weathering of the ash. And then of
25 radionuclide partition, sorption and dissolution and

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1 migration. These activities will be addressed by a
2 combination of modeling and analogs and some
3 laboratory testing. The result of all that will be
4 incorporated in an updated expert elicitation that
5 will include the updated data set.

6 One additional activity, and this is one
7 of the two that were added during the final review,
8 was this ongoing activity of satellite monitoring of
9 GPS stations on the ground that look at the regional
10 deformation of the surface of this part of the basin
11 and range. That's Brian Wernicke's work out of Cal
12 Tech.

13 The next scenario class is the seismic
14 activity scenario class, also expected to be a
15 significant contributor to the probability weighted
16 dose and hence has a representation in the PC Program.
17 Next.

18 Start with measuring the dynamic
19 properties of rock and soil at higher strains than we
20 have in the past. These are the higher strains that
21 are associated with major seismic events. And that
22 will extend our existing data set. We'll measure
23 regional seismic activity, this is an ongoing
24 activity, and also the strong ground motions in the
25 near field assuming that during this of the order of

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1 a century monitoring period we'll see events with some
2 strong motions.

3 Finally, if we do see those kinds of
4 events, we will inspect. We will inspect the
5 underground, both in the emplacement drifts and in the
6 drifts where we have human access.

7 The next group of activities has to do
8 with the biosphere, and biosphere factors are
9 potentially multipliers on the dose, whereas the other
10 nine barriers many of them back each other up. So
11 they tend to -- if you have a change in one barrier or
12 neutralize it, you may not see a difference in the
13 dose because another barrier picks up. The
14 unsaturated zone below the repository and the
15 saturated zone are good examples. The only way you
16 can really see how well they perform is to neutralize
17 them together. Neutralizing them one at a time
18 doesn't give you a lot of insight.

19 The biosphere activities fall into groups
20 also. One is an ongoing activity which is a periodic
21 survey of the reasonably, maximally exposed
22 individual, the characteristics of that person and
23 also occupational dust levels, which goes to that.
24 The next area has to do with the movement of
25 radionuclides that are added to the soil and their

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1 migration back to the water table where they can be
2 pumped back to the surface. This is something that
3 can play from irrigation water but it also can play
4 from radionuclides that are deposited in ash in an
5 igneous event. The last two groups of activities have
6 to do with the biospheres pathways to humans either
7 through plants or through animals, and these both also
8 play in nominal and disruptive scenario classes.

9 The waste package and drip shield are the
10 barriers that have the largest impact on the dose in
11 the nominal scenario class. The waste package is
12 expected to isolate radionuclides from the reasonably,
13 maximally exposed individual by preventing water from
14 reaching the radionuclides. This is the waste package
15 operating in the environment that's created by the
16 natural system. The drip shield backs up the waste
17 package by protecting it from rock fall and also by
18 preventing advective transport if there are any
19 breached waste packages.

20 I have three slides worth of activities on
21 these two important barriers. The first slide has to
22 do with activities that support both barriers; that
23 is, we have samples of Alloy 22 and titanium in the
24 test matrix for these activities. The first group of
25 them are activities that go towards the mechanistic

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1 details of the failure modes, potential failure modes
2 of these two components. These have to do with
3 general corrosion, phase stability localized
4 corrosion, microbial corrosion. All of these are
5 ongoing activities, and they will strengthen our
6 extrapolation out to 10,000 years of performance.
7 There's one correction to this Slide 73a, phase
8 stability only applies to the waste package, which
9 will probably be on the next slide.

10 The second activity type has to do with
11 the stresses on these components if we have a
12 mechanical failure in the drift, a failure of the
13 ground support and a rock fall perhaps. In the pre-
14 closure period, that would directly impact the waste
15 packages. In the post-closure period, that would
16 impact the drip shields. And we're going to do
17 laboratory tests on mock-ups to quantify the stresses
18 that these kinds of events could place on those
19 engineered components.

20 The third category of activities that
21 touches both of these barriers has to do with the
22 environments on those barriers. There's a series of
23 activities listed here. They're grouped -- we have
24 two thermal-accelerated drifts which I'll speak to in
25 a minutes, and those drifts will have instruments

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1 mounted at the ends of those drifts. Also, we'll have
2 samples that are emplaced in the drifts and then
3 removed and taken to the laboratory. And we'll use
4 the remotely operated vehicle to service these samples
5 and also to take data within the drifts.

6 The types of things that we'll measure are
7 temperature, humidity, the composition of the dust,
8 the composition of the gas, the pressure, the
9 radiolysis effects, the change in the composition of
10 the gas, the chemistry of condensate in the cooler
11 regions of the drift, microbe characterization and
12 then in a companion laboratory activity, the chemistry
13 of thin films. We can try to do that on samples that
14 we collect, but we also can try to create those
15 conditions in the laboratory and look at how those
16 films evolve. In all of the emplacement drifts, not
17 just the two thermal-accelerated drifts, we'll be
18 measuring the temperature, humidity and dust. The
19 other measurements are confined to the thermal-
20 accelerated drifts.

21 The next slide, the waste package has two
22 activities that are directly to the overall waste
23 performance. The first one is monitoring
24 radionuclides in the exhaust air, and probably the
25 sensor module at the end of each drift that measures

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1 the temperature and the humidity will also be able to
2 sniff for radionuclides. That's an ephemeral signal,
3 just as if we put in a tracer in the waste package it
4 would be an ephemeral signal. It would quickly
5 dissipate, so we'd have to catch it on the fly, and
6 we'd have to be able to convince the NRC that over 100
7 years we'd be able to not miss such a signal. That's
8 a valuable activity, but it may not be sufficient. So
9 we added one more --

10 MR. LEVENSON: Excuse me, why this 100-
11 year thing? I mean if it's not leaking anything
12 measurable, why is it a worry? Why over 100 years?

13 MR. BLINK: Well, that's the nominal
14 duration of the pre-closure period.

15 MR. LEVENSON: Well, yes, but the dilution
16 isn't over the 100 years. You're monitoring
17 continuously.

18 MR. BLINK: But you would only see these
19 gases in a fairly short pulse after the waste package
20 initially fails.

21 MR. LEVENSON: Yes, yes, yes. But you
22 could detect every failure, so I don't understand the
23 timing portion.

24 MR. BLINK: If you are accurately able to
25 do it, but it's not a repeatable -- if you saw a

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1 signal and you questioned whether you had an
2 instrument failure at the end of the drift or whether
3 one of the 100 packages in the drift had failed, you'd
4 have trouble going back. You'd have to remove all 100
5 packages and look at them.

6 MR. LEVENSON: But that's true whether
7 it's one year or 100 years. I'm not sure I understand
8 the significance of the 100 years.

9 MR. BLINK: There is no significance other
10 than the signal that you would be looking at is a
11 short one, and you would have to be watching for it
12 during the whole entire period. So the signal is a
13 very short fraction of the monitoring period for any
14 given waste package.

15 The second activity is one that's
16 complementary to the first, and that's an ability to
17 come into the drift at any point in time and verify
18 that the waste package has not leaked. When you fill
19 the waste package and do its final seal, it's got an
20 internal temperature depending on the processes in the
21 surface facility. When you carry the waste package
22 underground, it's temperature initially goes down and
23 then goes back up. But at almost every point in time
24 during the pre-closure period the internal pressure of
25 the waste package that was set by the density of the

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1 gas in it at the moment that it was closed is
2 different than the external pressure in the drift.

3 So if we have a sensor in the waste
4 package that's sensitive to that initial pressure
5 compared to the external pressure, if that's sensor
6 can change its configuration if the waste package
7 vents and assumes the ambient pressure and you can
8 sense that from the outside, either by shadowing in
9 its own radiation field or by an inductive sensor,
10 which has been developed in the low-level waste
11 program, then you can come back at any time and verify
12 that the waste package is still hermetically sealed.
13 So the two activities are complementary. One tries to
14 catch it as it happens, and the other is a way that
15 you can verify in situ without removing the packages.
16 Both of those activities are a direct measure of the
17 performance.

18 MR. LEVENSON: Is that second one existing
19 technology or is that a wish?

20 MR. BLINK: Hanford has a bordon tube
21 sensor that they've deployed within waste package
22 drums. We're looking at --

23 MR. LEVENSON: But that's a different hunk
24 of metal with completely different properties than
25 what you're talking about here.

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1 MR. BLINK: Yes. We're evaluating the
2 feasibility of that one right now. We haven't
3 verified whether they're working.

4 MR. LEVENSON: Okay. Let me just go back
5 to our introductory speaker who said don't put
6 something on your list that can't be done.

7 MR. BLINK: I agree, and also don't put --
8 don't leave something off your list because you
9 haven't checked to see if it could be done. This is
10 one we think has a reasonable chance of success and so
11 we're pursuing it. If it doesn't pan out, we'll drop
12 it and do something else.

13 MR. KESSLER: Jim, maybe you've answered
14 the question I was about to ask, because I've got that
15 very same thing about one of Chris' traps on Number 1.
16 Have you done a calculation to determine that you have
17 detectors that are sensitive enough. Assuming you had
18 some pinhole leak and it was diffusing out through a
19 pinhole, could you actually measure what you would
20 expect given that maybe only one percent or less of
21 your cladding has failed? Have you gone through the
22 calculation to determine you could actually measure
23 it?

24 MR. BLINK: Both of those activities, the
25 pressure sensor and the detection of low levels of

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1 gas, are subject of our scope of work for Revision 3.

2 MR. KESSLER: Meaning, no, you haven't
3 done it yet.

4 MR. BLINK: We haven't done the
5 calculation yet, although we have identified people
6 who can do the calculation and are accessing places
7 where those kinds of calculations are already done.

8 MR. KESSLER: Okay. Thanks.

9 MR. BLINK: Okay. Moving on to the drip
10 shield, for the drip shield we're looking at rock fall
11 detection, and we're going to try to do this using
12 acoustic or seismic tomography. We already have one
13 program in our grant program that's demonstrated this
14 in the exploratory studies facility where if you have
15 a large mechanical event, in their case, say, drop a
16 weight off of an elevated platform underground, you
17 can detect that with sensors that are mounted on the
18 surface and in the accessible access drips and ramps.

19 Using that, we will be able to detect
20 whether we've had any kind of large mechanical event,
21 be that a failure of a piece of the ground support or
22 a weld that fails in a waste package pallet perhaps,
23 something of that nature. We don't have to watch all
24 100 miles of drift continuously. We can listen with
25 just a few stations and then send the remotely

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1 operated vehicle in to check the place that we've
2 identified.

3 The two thermal-accelerated drifts, one of
4 them will have drip shields installed in it after
5 about five years when we terminate its ventilation.
6 So in that situation, we'll be able to inspect that
7 drift for the conditions under the drip shield as well
8 as above the drip shield. All of the other drifts are
9 perturbed by ventilation and don't have the drip
10 shield installed until just before closure.

11 Finally, the drift shape monitoring, there
12 are a number of means of doing this, some of them as
13 simple as stretched wires; others, bouncing lasers off
14 embedded mirrors or fiber optics, one stretched and
15 one not, doing interferometry that are there in the
16 literature so that we can measure how the drift
17 changes its shape from a round drift to an oval drift
18 due to the thermal stresses that are imposed on it by
19 the waste.

20 Moving on to the preemplacement
21 environment. That environment, the hydrological,
22 mechanical and chemical environment in the drifts
23 depends on the properties of the host rock. And we
24 have an opportunity to see that host rock for a short
25 period of time after we excavate it and before we

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1 install the ground support. If later we have a
2 mechanical event or a hydrologic event, rock fall or
3 a seepage event, we'd like to know what that rock
4 looked like before we put the waste in to see if we
5 can untangle the reasons for it.

6 So we plan -- on the next slide, we plan
7 to map these drifts as we excavate them. We're
8 planning a three-pass system where we go through with
9 the Tunneling Boring Machine, putting in light ground
10 support, following with the mapping activities after
11 the TBM is disassembled and removed and moves on to
12 the next drift. And then that will be followed by the
13 final pass that installs the heavy ground support,
14 which right now is a pure straight liner and the
15 inverts. So we will have a full map of the drifts.
16 That map will include large fractures, faults,
17 stratigraphic contacts and lithophysal, exposed
18 lithophysal characteristics.

19 In addition, if we see something in that
20 mapping that looks like it's a significant fracture or
21 fault and we need to investigate it, we'll be able to
22 do that with the proviso that we don't want to drill
23 bore holes directly above where a waste package would
24 sit. So if we do drill a bore hole to further
25 investigate that hydrology, we'd want to do that off

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1 to the side, either in a small alcove or off the rib
2 or leave a space in the waste packages, ultimately.

3 Finally, we'll be collecting water as we
4 have in the ESF, and we'll use chloride mass balance
5 and isotope chemistry that characterize that water to
6 try to understand its age and its chemistry.

7 Moving on now to the surface barrier and
8 the unsaturated zone barriers above and below the
9 repository horizon. First, the surface barrier and
10 the unsaturated zone above limit the release of
11 solubility-related radionuclides, examples being
12 plutonium and neptunium. They do this by reducing the
13 rate and volume of water that reaches the engineered
14 barriers and also be controlling the chemistry of the
15 water that reaches the engineered barriers.

16 In contrast, the unsaturated zone barrier
17 below the repository horizon reduces the annual dose
18 in the event that those engineered barriers are
19 breached, for example, by an igneous event. And this
20 barrier primarily plays for the short-life
21 radionuclides such as cesium and strontium that can
22 decay away during the time that they're held up in the
23 barrier or for solubility-limited radionuclides like
24 plutonium and neptunium that are retarded.

25 Activities for these barriers, first for

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1 the surface and the unsaturated zone above, we have a
2 number of seepage activities. We're going to have
3 some alcoves that are between the emplacement drifts
4 in the pillars where it's cooler that we will bulkhead
5 to reduce the effects of ventilation. So these will
6 be areas that are not susceptible to heavy influence
7 by ventilation or heat, and we'll look for seepage in
8 those much in the way that we've done the seepage
9 tests in the ESF.

10 This situation is most typical of the
11 service period of the repository, and we'll locate
12 those alcoves to look at the likely potential areas
13 where one might expect most -- where seepage would be
14 most likely, looking at the infiltration map and the
15 types of rock.

16 Less likely but still possible is thermal
17 seepage into an unventilated drift. We're going to
18 have a thermally accelerated drift where the
19 ventilation is turned off at five years, and we will
20 try to detect any seepage into that. The first way
21 that we'll try to detect seepage is by watching the
22 humidity of the exhaust air from the ventilated
23 drifts, and we'll have 100 drifts with air flowing
24 through them. The humidity of the exhaust will go up
25 and down statistically depending on the input

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1 humidity, and if you have seepage in one of those
2 drifts, we think we can statistically detect that out
3 of the ensemble.

4 For the single drift, however, we don't
5 have strong ventilation flowing through it; we have
6 slow flow. But calculations by a number of
7 investigators indicate that even in the absence of
8 forced ventilation we have adequate flow through a
9 drift that we should be able to -- that there will be
10 movement and we can see the change in humidity.

11 Finally, the least likely situation for
12 seeing seepage is into the emplacement drifts
13 themselves. The ventilation and the heat both
14 mitigate against seepage, but we will be able to
15 detect it from the -- at some level from the humidity
16 measurements and the remotely operated vehicle will be
17 able to go and visit those drifts and look directly.

18 If we have seepage, we need to be able to
19 put it into context what drove that seepage. Was it
20 a thermally driven event, was it a fast pathway from
21 the surface caused by a very intense storm? Because
22 of that need, we've got precipitation monitoring, and
23 we have a pre-placed test to look at the infiltration
24 in the event of a very large storm. So preinstalled
25 lysimeters and near surface bore holes.

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1 Finally, the regulation calls for us to
2 look at seal performance, and seals are a way that we
3 prevent bore holes from being a hydrologic short
4 circuit of that unsaturated zone above barrier. And
5 we plan to look at seals and confirm that they will
6 seal the bore hole to the extent that it's no more
7 permeable than the host rock, and we plan to do that
8 before the receive and possess. That would be done in
9 the laboratory.

10 Moving on to the unsaturated zone below
11 the repository, we'll look for radionuclides in deep
12 bore holes near the footprint, which is dominated by
13 the unsaturated zone. This will confirm unsaturated
14 zone barrier performance if we've also detected an
15 engineered barrier failure. But we don't expect to
16 see any radionuclides. The travel time is too long.
17 This is one of those public confidence building
18 activities that although it may not be directly
19 required for regulatory compliance, if you don't look
20 for a failure, you'll never see it. So by looking and
21 not seeing it, it gives some confidence to the public
22 that the whole entire system doesn't have some
23 inherent flaw that we haven't thought about.

24 The other test in the unsaturated zone
25 below is we'd like to look at the transport and

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1 sorption properties of the unsaturated zone and we'll
2 likely field a test somewhere in one of the excavated
3 drifts before we load it to measure that.

4 Moving on to the coupled thermal
5 processes, somebody talked earlier about the near
6 field environment. I guess it was you, Chris. Heat
7 added to the underground facilities by the
8 radionuclide decay will elevate the temperatures for
9 long periods, and those will drive coupled processes,
10 thermal, hydrologic, mechanical, chemical processes,
11 in the drift and near field rock. We're going to look
12 at those.

13 In the lower lithophysal drift scale test,
14 we want to look at these prior to emplacement. We
15 already have a drift scale test in road header
16 excavated middle non-lithophysal rock. The drift
17 scale test, which is in the middle of its cooling
18 phase, it had a four-year heating phase. We would
19 like to do a similar test in the lower lith and we
20 think we can do such a test in the cross drift, in the
21 ECRB cross drift, which was TBM excavated in the lower
22 lith, already exists there, and we would only have to
23 drill a small alcove and some bore holes. We could
24 move the heaters from the drift scale test in the
25 middle non-lith and refurbish them. So this is a test

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1 that we ought to be able to field fairly quickly, and
2 we're going through the timeline to do that now, but
3 it looks like we would be able to field that test and
4 get that data before the receive and possess license
5 amendment would be granted along the baseline schedule
6 of the project, which would give more confidence both
7 to DOE as a licensee and to the NRC as a regulator
8 that we understand the processes. There is no risk
9 until we put waste in the Mountain, so doing this test
10 before we put the waste in the Mountain adds a lot of
11 confidence compared to doing it afterwards. And
12 that's the reason why Management moved this test up
13 from being a thermally accelerated drift to doing this
14 ahead of time. It was a risk mitigation -- a
15 programmatic risk mitigation measure.

16 I've talked about the two thermal-
17 accelerated drifts now, alluded to them. This is the
18 slide that tells you what they are. Drift Number 3,
19 the third drift to be filled in Panel 1, will be
20 thermally accelerated by ventilation control. So it
21 will have the same kind of waste package layout as a
22 regular drift, but we will run the ventilation rate up
23 and down in order to run the temperature of the
24 packages in that drift up and down to look like an
25 accelerated post-closure temperature peak. So we'll

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1 go up to the post-closure peak above boiling, not be
2 limited to the below boiling of the other ventilated
3 drifts.

4 This drift will have a near field focus
5 and we will use instruments that are fielded from an
6 observation drift to probe that near field, rather
7 than bore holes that are in the drift itself, which
8 can't be accessed for maintenance very easily. We'll
9 look at fracture permeability, rock saturation,
10 temperature, water chemistry, quite similar to what
11 we've done with the drift scale test.

12 Drift Number 4 will be thermally
13 accelerated by tailoring the waste packages, either by
14 spacing or aging or derating, putting fewer than the
15 capacity of spent nuclear fuel assemblies in them.
16 This drift will have an engineered barrier environment
17 focus because we will turn off the ventilation at five
18 years or thereabouts and install the drip shields. So
19 this will look like a regular drift after closure
20 going through its peak temperature cycle and back down
21 into the region around boiling. It will rely heavily
22 on the remotely operated vehicle, and it has a number
23 of activities, although two of the activities on that
24 list, 53a and 57a, probably shouldn't have been
25 listed. They're listed in square brackets because

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1 I've listed them before for other sections of this
2 talk. Fifty-three(a) is an emplacement drift
3 activity, and 57a is a laboratory activity.

4 Moving onto the saturated zone, the
5 saturated zone has very similar function to the
6 unsaturated zone below for the short live
7 radionuclides and the solubility radionuclides in the
8 event that those engineered barriers are breached.
9 The activities we have in the saturated zone are
10 monitoring again for radionuclides in the deep bore
11 holes, and this would confirm the combination of the
12 unsaturated zone below and saturated zone are
13 performing if the engineered barriers have been shown
14 to fail. Again, this is one that's a public
15 confidence building activity.

16 We have the water wells, and we will
17 measure the chemistry in the water wells and also
18 their water levels. The chemistry affects the
19 retardation of radionuclides, and the water levels are
20 diagnostic of the flow pass and rates through the
21 regional saturated zone. We'll also collect colloids
22 from this water and do laboratory studies on them.
23 Colloid transport is an area that we would like to
24 confirm.

25 Finally, we want to look at the hydrology

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1 across the fault zones that the saturated zone is
2 exposed to, and so we will have some wells that are on
3 either side of the bore hole of the faults, at least
4 three wells for each so that we can look at
5 anisotropy, and the results of that will help us firm
6 up the general flow through the saturated zone.

7 The last set of barriers are the cladding,
8 the waste form and the invert, three engineered
9 barriers. These are barriers that are important to
10 waste isolation, but they contribute to defense-in-
11 depth. They're less directly important to annual dose
12 than the other barriers I've discussed so far.
13 Consequently, we've placed less emphasis on
14 confirmation of those barriers. We're going to look
15 at them but not to nearly the degree of activity that
16 we had in the other barriers. Next slide.

17 For the waste form, we're going to look at
18 the radionuclide inventory. We're simply going to
19 monitor what goes in the repository to make sure that
20 it's within the envelope that's included in our
21 performance assessment calculations, and we'll do that
22 from the waste acceptance documents. We also want to
23 look at the waste form colloids. Colloids that are
24 generated directly from the waste form can be an
25 important pathway for radionuclides and failed waste

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1 packages, so we will continue to do laboratory tests
2 in that area.

3 For the cladding, we're taking credit for
4 the cladding but we don't intend to try to confirm the
5 mechanistic details of its performance in the way that
6 we have for the waste package. Instead what we'll do
7 is monitor work that's going on in dry storage
8 facilities and in academic and industrial research and
9 take advantage of that information, but we don't
10 intend to do direct measurements of cladding
11 underground or in the laboratory.

12 Finally, for the invert, the invert has
13 iron beams with a tough gravel ballast, gravel that's
14 created from the rock we excavate from the drifts and
15 sized to a design spec. And we have a pretty good
16 understanding of how radionuclides sorb on tough -- in
17 cores and in blocks and in situ, but we haven't done
18 those kinds of measurements for gravel, engineered
19 gravel. So we'll extend those measurements to that
20 geometric situation.

21 The next slide, which is the last slide in
22 the regular presentation, tries to summarize all this.
23 I've listed those areas that I've just walked through,
24 and I've just listed a count of the activities, both
25 in number and in the length of that histogram on the

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1 side, with the most important barriers, the barriers
2 that -- or scenario classes that are most well
3 represented in the program being in blue, and the ones
4 that are least represented and least important being
5 in that kind of ugly orange color. A caveat on this
6 is each of those 72 activities has a large degree of
7 variability in how hard it is to do it, we've had some
8 discussion about a few of those, and how much it
9 costs. So just a count of the activities is not a
10 very fair comparison, but it was an easy one to write
11 down. And where there's an asterisk, where there's
12 two numbers in the parentheses, the second number is
13 an activity that was previously counted for one of the
14 lines above it. It was just that code.

15 To make this easy for you to think about,
16 the next four slides, which I'm not going to walk
17 through, are simply a listing of the titles of each of
18 the 72 activities that are in the program that I've
19 mentioned before in that other grouping. And then the
20 next five slides after that are a listing of each of
21 the paragraphs in Subpart F, quote from it, and which
22 activities we think support compliance with that
23 paragraph. So with that, I'm open for questions.

24 MR. RYAN: Thank you very much. Let me
25 take care of a couple of housekeeping items before we

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1 press on. We're scheduled for another break but with
2 everybody's concurrence what I'd like to do is
3 dispense with that. We have one more talk and then a
4 period for public comment, and we got a request to
5 make comments, so we'll move right to the rest of the
6 agenda if that suits everybody.

7 Second, I want to highlight day two of
8 this workshop. We've had a lot of great presentations
9 from the DOE team on their views of performance
10 confirmation. We had Jeff Pohle this morning kind of
11 open the NRC view. We have some, I think, excellent
12 presentations planned by the NRC staff tomorrow to
13 also hear the second part. We could be here till nine
14 o'clock tonight if we wanted to get it all in one day,
15 but I think we've got a great day planned tomorrow
16 with the NRC staff giving some additional
17 presentations, and we'll look forward to that. So
18 that's upcoming, so come back for the free popcorn and
19 coffee and doughnuts in the morning and all that;
20 we'll start again.

21 But with that, James, let me just ask you
22 one question that was on my mind. It was actually on
23 my mind from the previous talk. How many individual
24 data points are you going to generate in a month or a
25 week or a year? Have you tallied it up yet?

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1 MR. BLINK: I have not tallied that up,
2 but it's a pretty large number.

3 MR. RYAN: It's huge. It speaks to me
4 that one additional task on that list should be data
5 analysis coordination and interpretation as its own
6 effort, because somewhere along the line there will
7 need to be some integration or evaluation that's
8 pretty formally thought through as you figure out,
9 well, we're going to have 100,000 data points a month.
10 Oh, that was the microphone; I thought it was Milt.

11 (Laughter.)

12 MR. BLINK: That is something that's very
13 important to us. In the Performance Confirmation
14 Plan, we have an eight-step process. This was Step 1
15 of the eight of defining what the program is. The
16 step you talked about is either 6 or 7. I'd have to
17 go back and look.

18 MR. RYAN: Having spent a lot of time in
19 data analysis, I would urge you to make sure that
20 doesn't fall off the end of the truck.

21 MR. BLINK: Right.

22 MR. LEVENSON: In the experience from
23 WIPP, one of the national academy committees
24 criticized was that a significant fraction of the data
25 was not being used by anybody. It just went into

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1 storage and if nobody is going to -- we have that same
2 problem nationally with satellite data. Awful lot of
3 it and there's so much coming that most of it is not
4 even looked at. To spend money collecting data that
5 nobody is going to look at is not exactly fair to the
6 taxpayer.

7 MR. RYAN: Well, there's also another
8 aspect to it, Milt, that I think is important, and
9 that is that the technology used to collect data today
10 will be obsolete in five years. So all those
11 wonderful disks, whether they're laser disks or zip
12 drives, which were the best thing since buttered toast
13 ten years ago, are gone. So the media and all the
14 technology you use to manage this data needs to
15 migrate forward with the technology. There's lots of
16 detail there. Just something to think about. George?

17 MR. HORNERGER: James, actually, I just
18 have a comment. There's a lot of detail here and I'm
19 sure we could get into questions at any level of
20 detail. But at any rate, my comment is that this
21 morning Chris pointed out that one of the things that
22 he advised against was making claims that were not
23 right, and he in fact used the example of the deep
24 bore holes. And even though in your words you said
25 this was for public confidence, when I read your slide

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1 it says that this is to confirm unsaturated and
2 saturated barrier performance. And that's simply a
3 nonsense, right?

4 MR. BLINK: One can make a hypothesis that
5 there are fast paths and that radionuclides can move
6 down a fast path. We've been confident before that
7 radionuclides can't move very far. I'm sure Steve
8 Frishman can give you a list of --

9 MR. HORNERGER: So if you get a positive,
10 then that's correct, but if you don't get a positive,
11 it doesn't confirm anything.

12 MR. BLINK: That's right. Exactly right.
13 So it's very likely that it will be an investment that
14 won't give us any useful information, but there's a
15 small chance that it will detect something that we
16 just don't think will happen.

17 MR. HORNERGER: Well, that generic area,
18 while we don't like to use the word, "rationing,"
19 since nobody has unlimited resources, everything gets
20 rationed, and whenever -- I think you have to be very
21 careful about spending money on things that you're
22 pretty sure are not going to happen at the expense of
23 monitoring things more likely to happen, and that
24 would be a serious issue.

25 MR. BLINK: Our intent here is not to

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1 drill a whole new fleet of wells. We have a
2 significant number of deep wells around or near the
3 footprint, and we have another set that Nye County has
4 drilled using grant money, and we intend to use those
5 wells where at all possible. We work in them as
6 necessary.

7 MR. HORNERGER: And those wells have been
8 incredibly important. My point wasn't that that was
9 a waste of money. My point is just that it's not
10 really a confirmation. We're getting a lot of
11 information that was really needed for performance
12 analysis, I don't doubt that at all. And I don't
13 doubt that these wells should continue to be monitored
14 for public confidence, but I would just -- I think
15 that you might want to at least give some thought to
16 whether you want to present it as a confirmation of
17 saturated and unsaturated zone performance.

18 MR. BLINK: Yes. We debated this one
19 pretty heavily internally before we put those in
20 there.

21 MR. RYAN: George, that's another example,
22 I'll just point out, I don't mean it to be a
23 criticism, but just be careful with language. On Page
24 24, it says, "The saturated zone reduces the annual
25 dose in the event the drip shield and waste package

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1 barriers are breached by an igneous event." I mean
2 ascribing that kind of skill to the saturated zone
3 you've got to be careful that way you say it. If
4 radioactivity is transported in the saturated zone, it
5 will be less than if it's not transported in the
6 saturated zone. So I guess what it leads me to think
7 about is that you really need to align very carefully
8 the goal of the measurement and the measurement that
9 you're making.

10 It gets back to what Chris, I think, said
11 at the beginning. I always view that a measurement,
12 whether it's in a bore hole or radioactivity
13 measurement, really serves two functions. In some
14 way, it gives you information to evaluate conformance
15 with the safety case. I don't want to say meeting
16 regulations because it's more than that. There's one
17 opportunity, conformance with the safety case. Second
18 is increasing my knowledge base of system behavior.
19 The simple analogy is if you put in a ground water
20 well, you can monitor to see that the concentration
21 meets requirements, and you can also measure water
22 level and do other things that help you understand
23 over time geohydrologic behavior, perhaps.

24 So whenever I think about an environment
25 measurement, I always ask myself those two questions:

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1 What does it give me in terms of enhancing my ability
2 to demonstrate conformance with the safety case, and
3 what does it give me in terms of information and helps
4 my understanding of the environment a bit? And if you
5 ask those two questions for every measurement in your
6 list and really examine that carefully, I think you
7 can really enhance what you're doing. It might be a
8 good addition. I'd invite anybody to offer additional
9 comment on that point. John?

10 CHAIRMAN GARRICK: You have a footnote on
11 Slide -- the last one I guess you showed that says,
12 "The 72 activities have varying degrees of scope,
13 complexity and cost." And they also have varying
14 degrees of development and reliability. How much of
15 a handle do you have on that part?

16 MR. BLINK: In some cases, these are
17 activities that we've done in site characterization or
18 are doing now. We have a good handle on those. In
19 other cases, these are activities that take advantage
20 of technologies that are being used by other programs,
21 other projects around the country and around the
22 world, so we're adapting technology to a different
23 mission, perhaps. In a few cases, we're not quite
24 sure yet, and we're working those cases the hardest.

25 CHAIRMAN GARRICK: It seems to me that

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1 that -- it gets pretty important, especially against
2 each one of them to ask the two questions that Mike
3 just articulated. I suspect that some of the
4 activities are extremely in their early development,
5 and they have to be measured how much information we
6 really are going to get from them and therefore is it
7 worth it.

8 I'm curious, this program that you have
9 presented is based on what you call a risk-informed,
10 performance-based background. If you had done it just
11 on a risk-based basis, I guess that the scope would be
12 quite different. Would you -- and much less.

13 MR. BLINK: I would agree there would be
14 quite a few barriers that might not have had any
15 activities because of the defense-in-depth
16 capabilities of these combined barriers.

17 CHAIRMAN GARRICK: Yes. And so when it
18 comes to really a decision analysis at that level as
19 to what you're going to get out of some of these
20 things because of the lack of information that you
21 have by taking a risk-informed approach as opposed to,
22 say, a risk-based approach, it would be very
23 interesting what kind of -- how these two programs
24 would compare and also maybe begin to give you a
25 baseline for the worth of some of these activities.

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1 MR. BLINK: One of the things that we
2 considered as we went into this was whether we should
3 do just that. And the thing that led us down the path
4 that we went was 131(a)(2), confirming that the
5 barriers are performing as intended and anticipated.
6 And we thought in reading that if we declare a barrier
7 to be important to waste isolation, whether it be as
8 a backup barrier or barrier that directly influences
9 dose when it's neutralized, that we had to touch it in
10 the Performance Confirmation Program because of that
11 paragraph. So that's what led us in the decision
12 analysis to make sure that each barrier was in some
13 degree included in the Performance Confirmation
14 Program but that the weight of the resources went to
15 the ones that we thought were the most important to
16 total system risk.

17 CHAIRMAN GARRICK: I know we're in the
18 safety business here but do you have a first order
19 approximation of what the cost would be for running
20 this particular program on some sort of a --

21 MR. BLINK: We do have the number. We
22 calculated it for the program, and we compared it to
23 this aspect of the total system life cycle cost that's
24 been published. And it dropped between 15 and 20
25 percent from the previous scoped program.

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1 CHAIRMAN GARRICK: I see. Okay. Thank
2 you.

3 MR. LEVENSON: The wording in 10 CFR
4 63.134(a) says, "Program must be established at the
5 repository operations area for monitoring the
6 condition of the waste packages. Waste Packages
7 chosen for the program must be representative of those
8 to be emplaced in the underground facility." And
9 that's 83(a), but in the detail it says you're going
10 to do 100 percent. That's a pretty expensive
11 extrapolation from the requirement, a humongous
12 extrapolation.

13 MR. BLINK: The performance assessment
14 calculations for early failure of waste packages,
15 failures that would occur during the pre-closure
16 period for the site recommendation, was one-fourth of
17 a waste package for realization. That is, we had a 25
18 percent chance that one waste package would fail.
19 It's really difficult in a sampling program to monitor
20 a small fraction of 11,000 waste packages and have
21 confidence that the prediction of less than one waste
22 package having failed is correct or incorrect. And
23 that's what led us to looking for a low unit cost
24 method of being able to detect waste package failure,
25 and we came up with the two that we discussed.

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1 MR. LEVENSON: I understand what you just
2 said, but what confuses me is I thought that this
3 program was designed to demonstrate compliance and all
4 the compliance requirement is that it be
5 representative, in fact, it doesn't even have to be
6 underground because it says, "Those chosen for the
7 program must be representative of those to be emplaced
8 underground." You've gone from that to doing 100
9 percent of those in the ground. Is anybody looking at
10 this from how realistic or how far you're going
11 beyond? We're using the experience of WIPP for the
12 last years. DOE's had some pretty serious criticism
13 from a number of academy committees on issues just
14 like this.

15 What's the justification for going way
16 beyond the -- well, let me back it up another way.
17 There's several reasons for doing things. One is for
18 compliance and that certainly should not be the limit.
19 You need to do things for compliance, you need to do
20 things for legal reasons, and you need to do things
21 for safety reasons, and I'm not sure that going from
22 a sample to 100 percent is a requirement of either
23 compliance or legal or safety.

24 MR. BLINK: The sampling program was to
25 remove several waste packages from the underground,

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1 take them to surface and destructively examine them
2 repackaging their contents.

3 MR. LEVENSON: That's your program, that's
4 not what's in 10 CFR 63.

5 MR. BLINK: That was what the prior
6 interpretation of a sampling program was, and we're
7 not planning to remove any waste packages for
8 destructive examination.

9 MR. LEVENSON: But there's no requirement
10 in the regulations that you do that. That's just
11 another case of your doing something.

12 MR. BLINK: So is the third alternative
13 that you're throwing on the table is monitoring a
14 subset of the 11,000 packages for hermetic seal?

15 MR. LEVENSON: That's all the requirement
16 is, unless you've got a legal or safety reason for
17 doing more. There are three reasons for doing things
18 and spending money: Conformance to compliance, for
19 safety and for legal reasons. And I'm the first one
20 to point out that I think that compliance is not
21 necessarily enough for safety. There's lots of places
22 you want to go beyond the minimum. NRC sets minimum.
23 If you can't identify a safety, legal or compliance
24 reason, then why are you doing it? I'd suggest that
25 you really need an assessment of everything you're

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1 proposing and identify why it's being done -- being
2 done for compliance, being done for safety or being
3 done for legal reasons.

4 MR. BERNERO: Jim, on Slide 27, this is
5 cladding, waste form and invert questions continued,
6 I'm having trouble with some of these things as to
7 whether they are a part of the performance
8 confirmation program or are more properly in some
9 other administrative part of the program. For
10 instance, radionuclide inventory, 199(a), which is
11 done from waste acceptance documents, strikes me as
12 part of the program that would be establishing,
13 controlling and modifying when necessary the waste
14 acceptance criteria and only indirectly if there is
15 some massive change coming to performance confirmation
16 space to say you don't have ten trillion curries
17 there, we've only got ten million curries or the other
18 way around.

19 Sorption coefficients for waste form
20 colloids, laboratory tests that would speak to
21 establishing waste acceptance criteria, and I don't
22 see how that's performance assessment's or performance
23 confirmation's job to do that. That would be a
24 technical judgment within the program on how to
25 establish these waste acceptance criteria or modify

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1 them when necessary.

2 Monitor cladding studies, this 1(a) has
3 the flavor of virtually all of the fuel has in-tact
4 cladding and we're trying to keep track of that very
5 small fraction that might not be in tact, and yet in
6 the industry today you even have certified storage and
7 transport casks for failed fuel and for debris,
8 substantial quantities of that.

9 And once again, that gets to the waste
10 acceptance criteria. I don't see it as the sort of
11 parameter monitoring associated with performance
12 confirmation looking for some threshold that would
13 say, you know, 12 years into we've got a different
14 picture of cladding failure or modeling. It just
15 doesn't seem like it belongs in performance
16 confirmation and that it is more properly in the
17 mainstream of the program, not a retrospective
18 monitoring.

19 MR. BLINK: I think those are good points.
20 The radionuclide inventory is similar to the design
21 verification aspects that we talked about. What we're
22 confirming is that what we're putting in the ground is
23 within the limits of what we said. For the sorption,
24 for the waste form colloids, the waste form colloids
25 don't exist until the waste degrades, so it's not

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1 characterizing the waste for what's already there but
2 for how the waste deteriorates upon contact with
3 water.

4 The cladding, it's similar to the
5 radionuclide inventory. We have within the
6 performance assessment a fraction of initially failed
7 cladding and a range that we sampled. We need to be
8 sure that if the cladding performance changes over
9 time that we know about it so that we can update the
10 performance assessment.

11 Those are difficult ones to categorize,
12 and somebody earlier said it's not so much I want to
13 know what's the performance confirmation, I want to
14 know what you're doing, not the semantics of how you
15 bend it. And to some extent that's what we're talking
16 about here, but your points are well taken.

17 MR. RYAN: James, I think as you think
18 about moving from Rev 2 to Rev 3 these are good
19 questions to think about. Let me expand on the
20 radionuclide inventory. It's clear that you'll want
21 to have receipt records from what's shipped to you;
22 two, there will obviously be critically control on
23 other issues in the process building for anything that
24 goes in there, be it spent fuel or other material.
25 And then obviously there will be detailed loading

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1 plans. It seems to me that there's three different
2 times that inventory is checked, rechecked, added up
3 and looked at. I wonder if there really isn't an
4 overlap here with that particular issue and maybe
5 should be off the plate.

6 It really gets back to, I think, the
7 questions that I raised and the question Milt's asked
8 to once you get through this level of detail is to
9 circle it again and say why am I doing this
10 measurement and ask those critical questions: Is it
11 cost effective, is the technology right and does it
12 add to the safety case, does it give me any kind of
13 system performance information and really be critical
14 of your own thinking there, because I think if you do
15 that, you'll end up with a program that fleshes out
16 good things. Either you'll take some things away that
17 might be duplicative or not necessary and you'll
18 really focus on those things that could be helpful.
19 And I'm only guessing but my guess is if you go
20 through that exercise in a successful way, it will
21 make your conversations ultimately with the NRC a
22 little bit clearer and more focused on what's going to
23 work and do a good job in this area of requirements.
24 So it's something to think about. Any other comments
25 or questions? Yes, John?

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1 MR. KESSLER: I'd like to get back to a
2 question I asked earlier about whether or not you had
3 done the calculation to determine whether you could
4 measure some canister that might leak early in terms
5 of radionuclide release. You said that that
6 calculation hadn't been done yet. So getting back to
7 Karen's presentation, how on Earth in that particular
8 case did you determine the accuracy with which the
9 proposed activity captures the parameter value if you
10 haven't done the calculation to determine that yet?
11 Just as an example. I'm sure that there's probably
12 others now if you haven't done that for --

13 MR. BLINK: That's one that took an
14 opinion by the people who were looking at it, and it's
15 not a very informed opinion.

16 MR. KESSLER: Okay. So people just
17 guessed that they could measure this.

18 MR. BLINK: It's more than guess because
19 in other programs people are measuring very low
20 concentrations of radioactive sources for a number of
21 reasons, and so there was knowledge of those programs
22 by some of the people who were participating.

23 MR. RYAN: Yes?

24 MR. PARIZEK: Parizek, Board. I was happy
25 to see this process get to this stage. There's a long

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1 list of things to chew on here. Like on Page 8 you
2 have analog studies would be used to look at the way
3 in which waste packages might be hit by magma. I
4 wasn't sure how the analog approach would work here.
5 Could you elaborate on that?

6 MR. BLINK: That one I'm going to have to
7 get back to you on, Dr. Parizek. I've got to confer
8 with the volcanologists.

9 MR. PARIZEK: My mind goes right away to
10 car hulls in Hawaii or something, a lava flow or
11 something like this, but we'll just be advised later.

12 GPS stations using Brian Wernicke's
13 approach, does it look to see if you have disruptive
14 events that then require an underground inspection or
15 is this sort of stress fields that are building up?
16 How is this going to work?

17 MR. BLINK: What he's looking for are
18 precursors to disruptive events.

19 MR. PARIZEK: Okay. So you could all of
20 a sudden see a change and that you would clue you in
21 that you need to be looking underground?

22 MR. BLINK: Right. And it's -- the
23 measurements are good measurements but the
24 interpretation of those measurements is subject to a
25 lot of expert judgment.

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1 MR. PARIZEK: Right. And then the analogs
2 for a migration in soil, this would be from fallout or
3 from sites where radioactive waste materials now
4 occur? Just want to see how that's released through
5 soil into ground water? That was on Page 12.

6 MR. BLINK: Again, I'll have to get back
7 to you on that. We have people pursuing each of these
8 candidate activities and fleshing them out for
9 Revision 3, but I'm not sure of that.

10 MR. PARIZEK: There's a drip shield on
11 Page 13, protection of breached waste packages. That
12 almost implies that the waste packages might corrode
13 under a drip shield rather than having the drip shield
14 knocked out of a line by rock falls, then allowing
15 exposure of the waste package. So this is implying
16 that a protected waste package by a drip shield could
17 still maybe corrode and breach prematurely.

18 MR. BLINK: The drip shield has that
19 potential function. We're not intending to say that
20 we're predicting that the waste packages are going to
21 fail under it within 10,000 years.

22 MR. PARIZEK: Then just one other comment:
23 There's a lot of work to be done here on
24 instrumentation and methodology. A lot of this is not
25 going to be off-the-shelf items that you can go buy.

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1 You have to develop the technology. A lot of
2 international programs spend a lot of time
3 demonstrating that you can retrieve and you can place
4 a buffer around waste packages. So a lot of this
5 development and work needs to be done. How far does
6 this have to be in time for LA or is this sort of
7 after LA you develop these technologies?

8 MR. BLINK: For the LA we'll have defined
9 the locations and redundancy of the various
10 activities. We'll have defined the instrument package
11 to some degree, although probably not down to
12 individual sensor locations.

13 MR. PARIZEK: So there may still be
14 developmental work required to get the right
15 instrumentation.

16 MR. BLINK: So the detailed design of the
17 activity in some cases may not be done, but there will
18 be enough to show that it's feasible.

19 MR. PARIZEK: All right. Thank you.

20 MR. RYAN: Comments? Thank you very much,
21 James; we appreciate it. Sorry. Go ahead.

22 MR. FRISHMAN: Looking at your table on
23 Page 28, I don't know how fair this question is but if
24 you look at igneous activity and waste package and
25 drip shield, that's half of the program, of the

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1 Performance Confirmation Program. These are your two
2 most critical pieces of your safety case, one being
3 that waste packages and drip shield don't fail, the
4 other being that the only other failure mode in 10,000
5 years is igneous activity. So it looks to me as if
6 you have the two critical aspects of the case for
7 Yucca Mountain being those that require the most
8 performance confirmation. Is it possible that you
9 have gotten into the situation that I made reference
10 to earlier and that's that you haven't sufficiently
11 characterized these two features and performance
12 confirmation is, as Chris put it, the bucket that it
13 fell into because you couldn't get the answers?

14 MR. BLINK: I don't think so. These are
15 ongoing activities that have a substantial body of
16 information. We've said in the site recommendation
17 and backed up with our documents that we have
18 confidence that we understand how the waste package
19 barrier performs. And in our estimates of probability
20 and consequence of igneous events, that it doesn't
21 mean that we shouldn't continue to do work to confirm
22 that what we said is true. That's the purpose of
23 performance confirmation.

24 MR. RYAN: Well, I guess maybe one other
25 point is a measure of fraction of the program. I

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1 don't see that exactly. I mean there may be small
2 activities or big activities in one of the other
3 areas. It could be a lot of work and a lot of money,
4 and I just don't know if that's a good measure.

5 MR. FRISHMAN: Well, I'm just beginning to
6 wonder whether this is -- whether we have a pretty
7 high jolt on risk-informed here, and the most -- the
8 things to which the whole repository concept for Yucca
9 Mountain are based -- are in this case very evidently
10 the highest risk. And so I'm just wondering it's back
11 to the question of what's the license application
12 going to tell us, and is it going to be sufficient
13 without a Performance Confirmation Program? And I'll
14 talk a little bit about that tomorrow, but I just
15 wanted to sort of plant that question in the framework
16 of if you were really done with site characterization,
17 would you have all these -- the necessity for this
18 Performance Confirmation Program that at least in
19 number of exercises represents half of the program.

20 CHAIRMAN GARRICK: But another thing that
21 could change this picture dramatically, Steve, would
22 be if you had uncertainties on the parameters
23 associated with these measurements. That may make it
24 an entirely different picture. For example, igneous
25 activity, if you were able to reduce some of the

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1 uncertainties associated with that, it would disappear
2 completely on the basis of the regulations. So I
3 don't think that -- that's why this activity concept
4 and number counting concept can be extremely
5 misrepresenting what the situation is. As a couple of
6 us have already pointed out, the state of the art of
7 some of these tests, measurements and instruments is
8 not in this accountability issue. The uncertainties
9 --

10 MR. FRISHMAN: Well, the reason the
11 igneous activity number is so high is because there's
12 a whole bunch of new work out there that is proposed
13 to be done. It's not confirming something that has
14 already been done to say that, yes, our case in
15 licensing was correct. It's a whole bunch of new
16 that's being proposed.

17 CHAIRMAN GARRICK: Yes. I just don't
18 think that the microscope has been turned up in all of
19 the areas an adequate amount to really see what this
20 picture needs.

21 MR. KESSLER: Yes. There's new work
22 that's being done. I guess all I want to do is try to
23 reiterate, I think, something that Jim just said,
24 which is the assumption about performance confirmation
25 is just like has been said earlier, the assumption is

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1 you have enough now or you'll have enough at the time
2 of LA for NRC to reach a reasonable expectation that
3 compliance will be met, okay, and that all of this is
4 simply to confirm that performance. I've heard Jim
5 say that. My understanding is that they're there.

6 Whatever they do with volcanism, as an
7 example here, has got to be such that NRC with the
8 current amount of information or the amount of
9 information at the time of LA is going to have
10 reasonable expectation that compliance will be met.
11 That means that if there's uncertainties about
12 probability of igneous or consequences of igneous
13 activity, that those have to be set wide now, such
14 that if you add these 13 igneous activity issues,
15 chances are you'll wind up with improved behavior, at
16 least that's what everybody should be expecting if
17 reasonable expectation in the near term is met.

18 I would argue that there's probably work
19 that's being done now that already goes past what is
20 needed to establish reasonable expectation. A lot of
21 what have been rated by now both DOE and NRC as low-
22 risk KTI agreement issues might fall very well into
23 that class of work that doesn't really need to be done
24 now but could easily be pushed into performance
25 confirmation if it's needed at all. It's just a case,

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1 though, that as these get scrubbed, one always needs
2 to ask, as certainly NRC will ask, do we have enough
3 -- do we know enough now that we have reasonable
4 expectation to proceed with construction of this
5 repository? And that all of this should just go
6 beyond that, just additional confirmation that
7 performance is okay. They've got to have reasonable
8 expectation with what they have at the time of LA.

9 MR. RYAN: As Steve said, I'm sure we'll
10 hear more about that tomorrow, and also from the NRC
11 we'll hopefully hear some additional input from their
12 points of view. Thank you all. I'd like to thank you
13 again, Jim, for your presentation. I'd like to now
14 ask Debbie to rejoin us for her documentation and
15 further development discussion and look ahead.

16 MS. BARR: Actually, I'll just take a
17 moment now to do like Jim did and clarify one point
18 that I've been hearing discussed during the breaks and
19 all. Cost effective doesn't mean cheap, cheaper and
20 cheapest and we chose one of the above. Cost
21 effective means that we are trying to get the most
22 value for a reasonable expenditure, and that's that we
23 need to be good stewards of the finances that are
24 being devoted to this project. And so cost effective
25 is really getting at getting the best value for what

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1 we can do and not throwing away resources on something
2 that provides little or no value. So I did want to
3 make that clear before I go on and start my
4 presentation. Okay. Next slide, please.

5 All right. So where are we going from
6 here? I'm going to go into a little bit more detail
7 than what I talked about earlier today. And as I
8 mentioned before, Revision 2 of the Performance
9 Confirmation Plan is currently in DOE review. As was
10 mentioned earlier, we have had extensive DOE
11 involvement in the development of this program, and so
12 this isn't something that's just coming out of the
13 blue that hasn't had any insights and involvement by
14 DOE.

15 The DOE review is expected to be completed
16 in August, and based upon the substantiveness of the
17 comments that are made, I -- optimistically, it could
18 conceivably be done as early as September with the
19 changes in using -- in making the changes that DOE
20 provides to BSC on the document.

21 Revision 3 of the Performance Confirmation
22 Plan is scheduled for spring of 2004, and this is the
23 same list that I showed you earlier about the
24 differences in the documents. These are the things
25 that are going to be developed in the next revision

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1 that are not currently available in this revision. As
2 I talked about before, Revision 2 is making the case
3 for why we have the right program, why we have the
4 right list of activities, what was the basis that went
5 into developing that list? Revision 3 will then go on
6 to how we implement that program. And so I'm going to
7 go into detail on each of these bullets here in the
8 next few slides.

9 First of all, the activities will be
10 defined further. You've seen a high-level description
11 of those activities, and they will be developed
12 further as far as the details of the programs. This
13 will also include, as I mentioned earlier, a crosswalk
14 to the current and previous testing showing how the
15 information flows from site characterization into
16 performance confirmation. Revision 3 will also
17 specify the spatial range over which the data's
18 collected as well as the temporal, meaning not all
19 tests will be running from now until closure. There
20 will be some that will be shorter, others will be
21 longer. They'll have different time durations, and
22 those will be described to some extent in Revision 3.

23 There will also be details of how the data
24 will be collected. For instance, will it need a
25 remote operated vehicle, is it something that occurs

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1 in a laboratory setting and so forth. There is some
2 brief level of description of that in Revision 2, but
3 this will be expanded on in Revision 3. And then also
4 there will be things like the type of power and
5 communication instrumentation needed and so forth, all
6 of those logistical sort of things will be described
7 in Revision 3.

8 We also talked about how we're going to
9 establish the expected baseline for the activities in
10 the plan, and not only the baseline but also the
11 bounds and tolerances for the parameters. And by this
12 what I mean is you may conceivably have for a
13 particular activity some nominal value that you expect
14 to measure, and there may be a range, an expected
15 range around that nominal value which is something
16 that you can realistically expect the value to stay
17 within. At the opposite end, on the line on the
18 bottom, is component capability range. That is a
19 wider band, a range, in which if it exceeds that range
20 or stays at the outside of that range for a particular
21 period of time, you're looking at the possibility of
22 that component no longer contributing to the overall
23 performance.

24 And so somewhere between those two,
25 between the expected range and the component

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1 capability range would be the compliance range, and
2 that's the one where we talk about where if it exceeds
3 that, then we would report to the NRC and there would
4 be certain corrective action steps which would be
5 initiated there.

6 In Revision 3, we'll also have various
7 management and administration topics described there.
8 There will be identification of general test
9 procedures, there will be organizational structure
10 described there, and it will also talk about the
11 needed test plans. Because not all of the detail is
12 going to make its way up into the Performance
13 Confirmation Plan. Obviously, the level of detail
14 needed to implement the test occurs down in the test
15 plan area and so that's where some of the detail will
16 be, because it's too low of a level of detail for the
17 Performance Confirmation Plan. The test plans will
18 also talk about establishing testing commissioning
19 processes and so forth.

20 All right. And another thing that will be
21 in the Revision 3 is defining the process for
22 reporting variances and also describing the
23 appropriate corrective action steps. Within this we
24 have -- there's the requirement for regular routine
25 reporting of all tests, and then there's also what we

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1 talked about earlier, the variance analysis -- well,
2 okay, I'm sorry, we didn't talk about this bullet, but
3 there would be variance analysis where basically if we
4 looked at data trends and forecasts, we would see that
5 potentially something is headed in the direction of
6 exceeding the bounds, and so we would describe the
7 process for looking at this. Then the third one is
8 reporting of actual data outside of regulatory limits.
9 So if it did exceed those regulatory limits, we would
10 then report to the NRC and start the process of
11 working with the NRC on that. And that, of course,
12 involves corrective actions which can be something
13 along the lines of potentially model improvements, it
14 could be test modifications, it might involve
15 something as extensive as a change in the repository
16 design or construction, and then the extreme case
17 would be removal of the waste packages and retrieval.
18 And all of this, of course, would occur in conjunction
19 with the NRC and the stakeholder.

20 Okay. In Revision 3, we will also develop
21 further design requirements and provide further
22 details that would be needed for the development of,
23 for instance, the accelerated drift test. Those are
24 the ones that Jim talked about. There's the two
25 accelerated drifts and then the one thermal test in

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1 the lower lithophysal. There would also be further
2 details on various monitoring and collection systems,
3 such as the ones that I show on the slide here. And
4 then, of course, contingent upon the successful
5 license application, we would then implement what's in
6 the Performance Confirmation Plan, and that would
7 involve monitoring, testing, collecting of
8 information, analyzing it and evaluating it, and if
9 there are significant variances, taking the
10 appropriate corrective action steps.

11 Now, I almost hate to talk about this
12 slide because it was a touchy subject earlier, but as
13 Jim pointed out earlier, there are some areas where we
14 are looking to technological advances to be able to
15 optimize various aspects of the program. And so in
16 some areas we're looking at what level of technology
17 will be available to support the Performance
18 Confirmation Program.

19 This doesn't mean in any way, though, that
20 we cannot proceed if those advances or our
21 expectations are not met. In most cases, there is
22 some alternative that can take its place, in some
23 cases, it's just an alteration of what we had
24 previously planned. And so some of these areas would
25 be, for instance, a remote operated vehicle. We know

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1 the technology is out there now to have a remote
2 operated vehicle. We are looking for something that
3 gives us reduced dependence on infrastructure, and so
4 we are looking to benefit from things that would
5 develop in time for our needs.

6 Jim talked about radionuclide sensors, for
7 instance, in the exhaust means. I should probably
8 preface all of this by saying that when these were
9 included in the program, this wasn't some wild idea
10 that people just threw in saying, "Wouldn't it be neat
11 if this technology were available?" In most cases, it
12 was that there was some basis for believing that that
13 was either already available or soon would be
14 available. And so, for instance, in the case of
15 radionuclide sensors, there's a lot of
16 nonproliferation technology out there. We believe
17 that if it's not already available, it is something
18 that soon could be available.

19 As Jim mentioned, seepage detection via
20 humidity spikes, that's an area that needs to be
21 looked into a little bit to see if it's something that
22 we can benefit from. A rock fall or engineered
23 barrier system collapse by acoustic and seismic
24 tomography, this is an area that we already used to
25 some extent. Whether it's something that can give us

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1 the sensitivity we need is something that we're
2 looking into.

3 And Jim talked about the hermetic seals
4 within the waste packages, some sort of non-
5 electronic, internal pressure sensor. Fast, effective
6 mapping, of course there's always the tried and true
7 method of mapping, so there's no doubt that this is
8 something we can accomplish, but there are
9 possibilities for improved efficiencies in that area
10 that we could take advantage of. And also some sort
11 of automated monitoring of drift deformation.
12 Clearly, measuring drift deformation is not a new art,
13 and so it's something that we're just looking at
14 benefitting from the advances in. All of these areas
15 are ones in which the Performance Confirmation team is
16 currently researching to see what's available, what is
17 soon to be available and what we can benefit from.

18 And, lastly, again the Performance
19 Confirmation Plan Revision 3 is due next spring,
20 tentatively March of '04. And this is the document
21 that will support the license application. Chapter 4
22 of the Safety Analysis report is the chapter on
23 performance confirmation, and that is scheduled in our
24 baseline now for December of 2004. And that's it.

25 MR. RYAN: Thank you very much. That was

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1 a great presentation and great day, and I appreciate
2 you and your team's effort to put all of that
3 together. It really has been very informative and
4 helpful.

5 I'm reminded on your technology slide that
6 the Russians solved the problem that the U.S. had in
7 space, they couldn't get a pen to work in zero gravity
8 so you know how they solved a problem?

9 MS. BARR: No.

10 MR. RYAN: They used pencils.

11 MS. BARR: Oh, okay.

12 CHAIRMAN GARRICK: We solved it. We spent
13 a million dollars.

14 MR. RYAN: Yes. I offer example to think
15 sometimes the simple way to go is perhaps the best.
16 Sometimes the gadgets may not be all they're cracked
17 up to be. That's from somebody that uses a lot of
18 gadgets, so take it in the spirit it's offered. I
19 enjoy the gadgets too. Any last questions?

20 MR. LEVENSON: Again, it's kind of a
21 system question. There are going to have be remotely
22 operated vehicles to emplace the waste and at least
23 the concept to retrieve waste if it has to be. Is the
24 remotely operated vehicle that's in your technology
25 development area completely independent of that

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1 program?

2 MS. BARR: Yes, it is. In a previous
3 iteration of the Performance Confirmation Program, we
4 had planned on basically using the same process. We
5 would use the gantries that would be used for
6 emplacement to then patrol the drifts and so on and so
7 forth and take the measurements that we would use a
8 remote operated vehicle for.

9 However, we wanted to be independent of
10 that, because, for instance, you could potentially
11 have even some minor amount of rock fall which could
12 block the tracks and cause a problem with your ability
13 to move your remote operated vehicle. It's tied to a
14 rail system throughout the repository. And so because
15 of that, we've been looking at ones that are
16 independent of a rail system. And so, for example,
17 we've had a few meetings with some of the people in
18 DARPA and they've shown us some of their robotics
19 technology that's been very interesting. We know that
20 there's possibility out there. We already know the
21 technology exists for something that's not tied to a
22 rail.

23 MR. RYAN: Questions? Comments?

24 MR. HORNERGER: Yes. Deborah, just a
25 clarification. I'm just trying to figure out how some

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1 of these things fit into your path forward. And on
2 your Slide 5 you point out that you're going to
3 establish expected baseline for performance, and you
4 talk about establishing the bounds and the tolerance
5 and you have expected range in compliance and so
6 forth. And when I look at your list of some of your
7 things, for example, precipitation monitoring and
8 analysis of precipitation confirmation, does that fit
9 into this scheme? Are you going to establish a
10 nominal value for precipitation and an expected range?

11 MS. BARR: Yes. It's my understanding
12 that for all performance confirmation activities there
13 will be baselines and ranges established.

14 MR. HORNERGER: So you basically are going
15 to -- if the monsoon weakens or strengthens, then
16 that's a variance and you'd have to -- okay.
17 Measurements of moisture content and potential in
18 surficial soil after significant rainfall events.
19 Again, the same thing, you would establish range and
20 a component capability range?

21 MS. BARR: Yes.

22 MR. HORNERGER: It's hard to --

23 MS. BARR: And keeping in mind that some
24 of these could be time-dependent. I mean it doesn't
25 necessarily mean it's going to stay within some set

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1 bounds for the entire time period.

2 MR. HORNERGER: Well, it won't.

3 MS. BARR: Like, for instance, temperature
4 could --

5 MR. HORNERGER: Yes. Yes, clearly, it
6 will.

7 MS. BARR: Yes.

8 MR. HORNERGER: When you look things like
9 precipitation and we look at the statistics of
10 precipitation we know that these distributions have
11 long tails.

12 MS. BARR: Yes. And, actually, that's why
13 when we talk about a compliance range falling
14 somewhere between a barrier is no longer providing
15 performance and an expected range, that's the area
16 where we're going to have to work with the NRC on
17 deciding where in that range the compliance range
18 should be. Because, clearly, we don't want it so
19 close to the expected range that we would be reporting
20 things that are not meaningful, and yet we also
21 understand that the NRC would want to have plenty of
22 advance notice if we were headed in the direction.

23 MR. WHIPPLE: Can I ask just for
24 clarification are you suggesting that there is a
25 compliant and a non-compliant range with rate rainfall

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1 at the site? And what's the NRC going to do if the
2 rainfall is out of spec?

3 MS. BARR: Well, okay, but rather than
4 thinking of just the activity as an isolated thing,
5 think of it in terms of the barrier to which that
6 activity contributes to.

7 MR. WHIPPLE: I understand, but as George
8 says, rainfall's been studied for many thousands of
9 years, any place on the planet you pick gets a 1,000-
10 year flood every 1,000 years, roughly, on average,
11 sometimes more.

12 (Laughter.)

13 MR. WHIPPLE: You know, if that's not
14 folded into TSPA, well, you better go back and fold it
15 into TSPA. But I can't for the life of me imagine how
16 this becomes performance confirmation.

17 MR. RYAN: Chris, this is kind of a long
18 point I was trying to make this morning, that you
19 really need to circle back and say why am I measuring
20 it?

21 MR. WHIPPLE: Yes.

22 MR. RYAN: Now, rainfall is one of why am
23 I measuring it. Well, I can make a connection that
24 some fraction of rain will potentially infiltrate and
25 it becomes part of the subsurface system so that's

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1 important, but that's completely buffered by the soils
2 to some extent.

3 You might have a range of, say, in the
4 East where I live, 30 to 60 inches of rain in a year.
5 You're still going to have 15 inches infiltration
6 because most of it's going to run off. So, again, I
7 don't criticize that particularly, although I
8 understand George and Chris' point about, but I think
9 it's incumbent upon you to circle back now that you've
10 got this portfolio and really ask why are we doing
11 this?

12 MS. BARR: Okay.

13 MR. RYAN: Why are we measuring it and
14 what is it tell us that we really need to know? And
15 rainfall is something you might want to monitor for
16 the geohydrologic water balance, that's fine, but
17 making it a compliance issue as part of your PC may
18 not -- I mean that may be something where the
19 compliance is actually you're measuring it as you said
20 you would. Whatever it is we don't care. You know
21 what I mean? So there's a different way to think
22 about required measurements. The requirement is that
23 you're doing it. Whether you get zero inches of rain
24 or 100 inches of rain doesn't matter.

25 MS. BARR: Jim?

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1 MR. BLINK: If I could take just a quick
2 try at that.

3 MR. RYAN: Sure.

4 MR. BLINK: One is if we consistently see
5 year after year precipitation that's considerably
6 higher than what's in our climate model that feeds
7 into the TSPA, we might react to that, quote, "non-
8 compliance," by modifying the PA model. We probably
9 wouldn't change anything other than that, but we would
10 bring ourselves up to date. What it would mean is
11 that the climate change is coming a little sooner,
12 perhaps, or some effect like anthropogenic effects
13 have changed things that's not included in the model.

14 The other side of the precipitation is if
15 we see a big seepage event, we would like to know
16 whether that's collated in time with a big rainfall
17 and infiltration event. Unlikely that it is, the
18 delay between the two is probably much longer, but the
19 statistical correlation between those things tells us
20 a lot about those two barriers that are above us,
21 above the repository horizon. And to look at only one
22 side and not the other --

23 MR. RYAN: No. All that's great. I don't
24 disagree with you at all, but the point is turning it
25 into something where you have a compliance issue isn't

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1 really helpful and is kind of off point. So I mean if
2 you say I'm going to measure all these things having
3 to do with the water cycle and you make that a self-
4 imposed requirement, then the fact you're measuring
5 them becomes the issue, not what the values are
6 necessarily.

7 MR. BLINK: Yes, I understand.

8 MR. RYAN: So I think, again, defining
9 very, very carefully why it is you're doing something
10 and whether you're going to get compliance or a
11 conformance with the safety case information or
12 improving your understanding of the environment
13 information or both is something you really need to
14 think through for each and every one of those
15 measurements.

16 CHAIRMAN GARRICK: Jim, am I to take from
17 what you just said that the PA is going to be a living
18 document through the pre-closure period?

19 MR. BLINK: Yes, sir.

20 MS. BARR: Yes. Actually, that's one of
21 the potential corrective action steps or something
22 that would even precede a corrective action step. If
23 we see something that's deviating from what we expect,
24 even before it gets to the point where we would need
25 to report to the NRC, we might ourselves initiate

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1 doing another TSPA to see what the impacts are.

2 MR. RYAN: Any other questions, comments?
3 We had one request for time to speak from a member of
4 the audience. Ms. Treichel, good evening -- good
5 afternoon, welcome.

6 MS. TREICHEL: Thank you. Judy Treichel,
7 Nevada Nuclear Waste Task Force. One of the things
8 that would provide some public comment would be to
9 know that we could get the presentations with not just
10 the odd-numbered pages, because I like to write on
11 them and I don't like getting them later, and I still
12 want to get one of the Debbie's last ones, because
13 that was never out there. So that's just a little QA
14 problem that pops up from time to time.

15 I think the whole discussion has been
16 really strange. I was part of or attended and made a
17 comment at the December meeting that was mentioned
18 here about performance confirmation, and the fact that
19 as we've been hearing all through these presentations
20 that there should be -- or there has to be a
21 performance confirmation must have been started during
22 site characterization, and obviously if the Department
23 is now in the process of coming up with one, it wasn't
24 there during site characterization. There was
25 something there.

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1 If we're working on Rev 2, there had to be
2 a Rev 0 and a Rev 1, and I never got those, and I was
3 supposed to be getting them, and I suppose there will
4 be something on there that happened already so they
5 could say that they had something, but this really
6 looks like something that's in its infancy.

7 And it lends itself to comments like Chris
8 Whipple made when he said that the word,
9 "confirmation," could indicate an overconfidence or
10 could send the wrong message. Well, what we were told
11 as the public, the ones that are supposed to be
12 getting all of this new confidence, was that if there
13 was too much uncertainty, if you weren't really
14 confidence, if the thing really wasn't shown to be
15 doing what it had to do, it wouldn't happen. So I'm
16 not sure that a Performance Confirmation Program's
17 going to give us what should have already been there.
18 I doubt that it would. But we seem to be in the very
19 first steps of something.

20 And then once you get to this point where
21 you're just putting it together, we're real nervous
22 about things that have to happen in the future, like
23 the \$8 billion worth of titanium that has to get
24 thrown in there but it's promised now but has to be
25 paid for later. And a lot of this program is going to

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1 have to be paid for later. So is there going to be
2 some sort of a financial bond that goes with this,
3 some kind of a promise where you've got the money in
4 the bank and you know that it's going to happen
5 because it doesn't always happen.

6 And as Debbie said, some activities could
7 be deleted or replaced. Well, I'm sure they could.
8 When we came up with the KTIs, each one of those at
9 the time that it was put down as an action item or as
10 an issue, it had to be resolved, and it was important.
11 And now we're seeing some of them becoming a little
12 less important or being able to be shuffled off or
13 something. But this does appear to be a collection of
14 things that would be much handier to be able to do
15 later if there's money, if there's time. And if it
16 had already been done during site characterization,
17 which I believe and a lot of Nevadans believe it
18 should have been done, we wouldn't be worried about
19 whether or not there would be money to do it.

20 And I'd also like to know if there's any
21 possibility that things could stop if in fact this
22 laundry list of new scientific marvels like the
23 remotely operated vehicles and so forth don't come
24 through or if when they do it's a problem to get them
25 to work with all that heat or under a radioactive

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1 situation or something. Is any of this stuff going to
2 be shown and going to be shown working? The word,
3 "retrievability," is always thrown around, and I don't
4 think that that would ever be demonstrated in any way
5 that it should be. But even these things that are now
6 going to be part of a program that's required really
7 need to sort of be proven that they can happen and
8 that they will be paid for. Thank you.

9 MR. RYAN: Any other comments from members
10 of the audience? Mr. Chairman, that brings us to the
11 end of our agenda for the day, so I turn the gavel
12 back over to you, sir. Yes, I'm sorry? Please.

13 MR. BLINK: Revision Zero of the
14 Performance Confirmation Plan was issued in September
15 of 1997 in support of the viability assessment, so
16 we've had a documented program that a lot of the issue
17 with this discussion about it starting in site
18 characterization is a semantics discussion, and I
19 think Debbie covered it well in her first talk. The
20 information flow from the data collected during site
21 characterization is in the system and the Performance
22 Confirmation Plan states that it will be used in
23 constructing the baseline for the future performance
24 confirmation activities.

25 So I don't see any issue with whether we

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1 had one earlier or not. We have had a data collection
2 program that was covered under site characterization
3 and that program is evolving to something that's
4 called performance confirmation in 10 CFR 63 which
5 didn't exist at the time that we were doing the site
6 characterization. So a lot of that could be
7 semantics.

8 On the financial bond question, that's an
9 interesting one, and it seems to me that we already
10 have a Nuclear Waste Fund, which the Congress
11 apportions, and if a condition of license is that a
12 Performance Confirmation Program that has been
13 included in the license continues, then it would be
14 more difficult for the people who control the purse
15 strings of doing the work to change the scope of that
16 work, because then we would be afoul of an issued
17 license. We could get a stop work from the NRC if we
18 didn't collect the data that we had promised in the
19 license application, assuming that that was made a
20 condition of the license in some way.

21 MR. RYAN: Any other comments? Questions?
22 Clarifications? Mr. Chairman?

23 CHAIRMAN GARRICK: I think this is
24 probably the end of the day. I will ask the Committee
25 members if there's any business matters they would

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1 like to take up at this point. We could certainly do
2 that, but otherwise I would like to adjourn for the
3 evening and pick up tomorrow morning at, what is it,
4 8:30? All right. With that, we are adjourned.

5 (Whereupon, at 5:02 p.m., the ACNW meeting
6 was recessed until Wednesday, July 30, 2003, at 8:30
7 a.m.)

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